DOCUMENT RESUME

ED 122 132 95 CE 007 073

AUTHOR Barkley, Margaret V.; And Others
TITLE A Series of Clinics for Updating Skills of Administrators, Supervisors and Teacher Educators in Evaluating Occupational Education Programs. Final Report: 1973-1974.
SPONS AGENCY Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Office of Education (DHEW), Washington, D.C.
REPORT NO VT-102-765
PUB DATE 74
NOTE 81p.; For related documents, see CE 007 070-072; Not available in hard copy due to marginal legibility of parts of original

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Personnel; Cooperative Planning; Curriculum Evaluation; Educational Accountability; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; *Inservice Programs; *Program Evaluation; State Programs; Teacher Educators; *Vocational Education; Workshops
IDENTIFIERS Arizona

ABSTRACT

Accountability was the keynote address at the second series of inservice clinics sponsored by the Arizona State Department of Education, Division of Career and Vocational Education. Two hundred and five persons attended the two-day clinics, with 90 attending the followup sessions. The overall objective was to have participants develop plans for evaluating occupational education in their respective situations. Program topics included; evaluation as a decision-making process, evaluation at the local level, the monitoring process, and the communications process. Participants were given a pretest and post-test to assess their knowledge of evaluation for occupational education and were assigned the task of formulating evaluation plans. At the end of the clinics, 60% of the participants did submit plans. Of those attending the followup clinic, over 60% submitted plans. Results of the pretest and post-test showed improvement in most areas of evaluation. The clinics were successful in achieving their goals, and recommendations for future clinics were submitted. Appendixes to the report include an outline of evaluation processes, example of a monitoring report, the pretest and post-test given to participants, the program format, and representative evaluation plans. (RG)

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# Clinics for Evaluating Occupational Programs 1973-1974 Final Report

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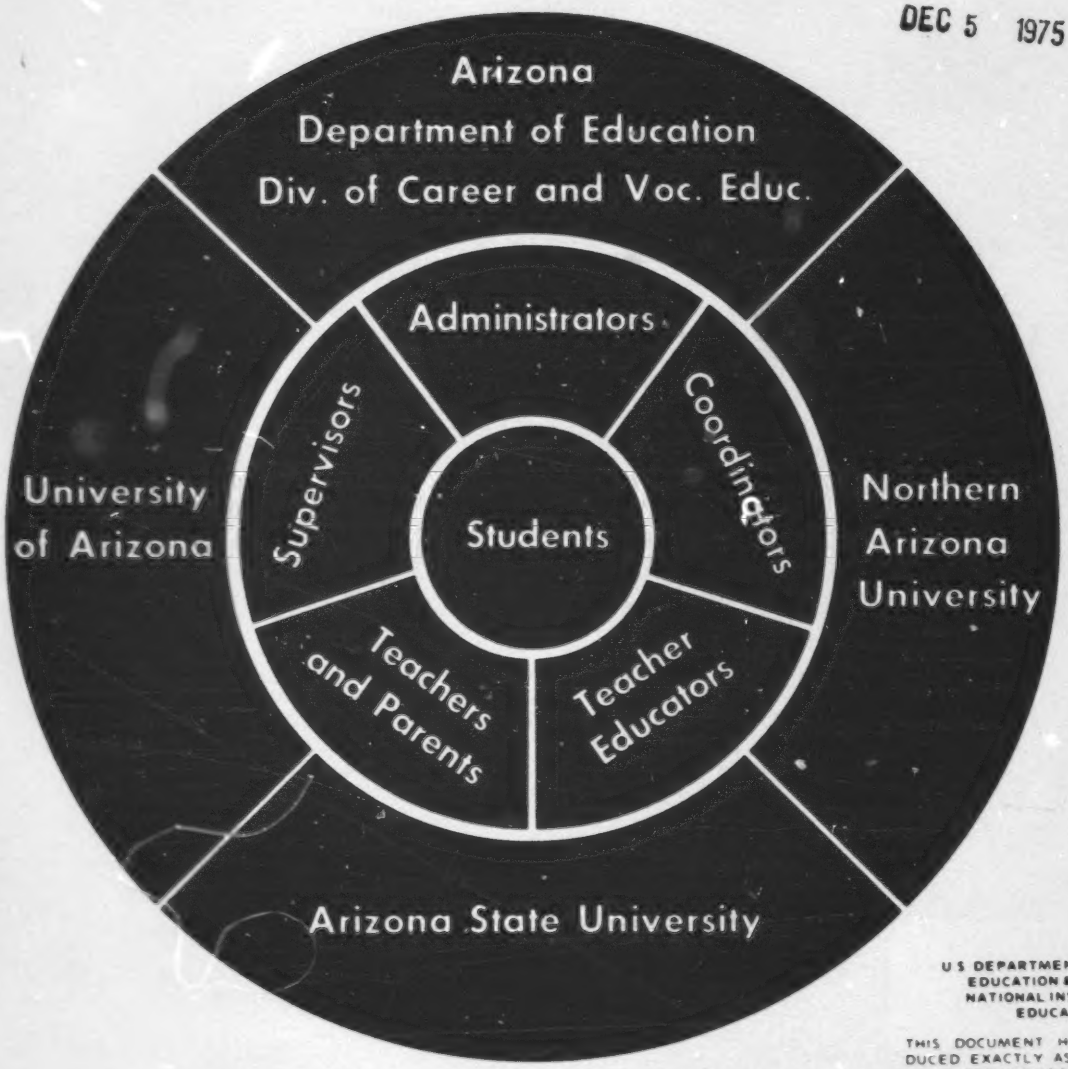


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Education Professions Development Act, Part F

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Division of Career and Vocational Education, Phoenix, Arizona 85007

CEO070 78
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FINAL REPORT

1973-1974

# A SERIES OF CLINICS

# FOR

# UPDATING SKILLS OF ADMINISTRATORS,

# SUPERVISORS AND TEACHER EDUCATORS

# IN EVALUATING OCCUPATIONAL EDUCATION PROGRAMS


Submitted By:

Margaret V. Barkley, Project Director
Arizona State University
Doris Manning, Assistant Director
University of Arizona
Robert Wooldridge, Assistant Director
Northern Arizona University

W. P. Shofstall, Ph.D.
Superintendent of Public Instruction
Arizona Department of Education

Eugene Dorr, Assoc. Supt. for Career Ed.
and Director of Vocational Education
Arizona Department of Education

Robert Kerwood, Director of
Professional Development
Arizona Department of Education

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program of activity receiving federal financial assistance." Therefore, this clinic must be operated in compliance with this law.

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Appreciation is expressed to Mrs. Lou Watkins for her patience and typing.

Summary Abstract

The proposal for the project, A Series of Clinics for Updating Skills of Administrators, Supervisors and Teacher Educators in Evaluating Occupational Programs, was submitted to the Advisory Council for Professional Development for suggestions and evaluation. After minor changes, the revised proposal was approved for funding in October, 1973.

Invitations to 350 educators were issued, including ones to secondary school administrators, local directors, county coordinators, teacher educators, personnel of the Division of Career and Vocational Education, community college presidents and deans of occupational education. Administrators were requested to bring along department chairmen. Out of that number, 205 were in attendance, some of which were university students and were not reimbursed for expenses.

The goals and objectives for this project and their fulfillment were as follows:

1.0 At the end of the first series of clinics, participants were able to develop plans for evaluating occupational programs.

1.1 Sixty percent of the participants submitted plans for evaluating occupational education in their respective situations.

1.1.1 An in-service clinic of two days each were held in three locations--Flagstaff, Tempe and Tucson in November and December, 1973, involving a total of 200 participants, including college students.

1.1.1.1 Participants were administered a pre-assessment instrument at the beginning of the two day clinic in each location to assess knowledge of evaluation for occupational education.

1.1.1.2 Participants were administered a post-assessment instrument at the end of the initial clinics in each location. Post-test results showed improvement in most areas of evaluation.

2.0 At the end of the follow-up series of clinics, participants were able to refine and further develop plans for evaluating occupational programs.

2.1 Over sixty percent of the participants submitted plans for evaluating occupational programs in their respective situations.

2.1.1 Follow-up clinics of two days each were held in three locations--Flagstaff, Tempe and Tucson in January and February, 1974, involving approximately 90 individuals.

All groups attending the clinics were in agreement that further clinics should be held. It was suggested that the initial clinics be held early in the fall and follow-up clinics be held in local areas. It was suggested that curriculum concerns might be the topic for the next series of clinics.

## Rationale For Clinics

Because of federal intervention in the schools with funds there has emerged from Washington, states Browder,[1] some patterns of accountability. These are:

1. Educational institutions and their programs should be evaluated and monitored regularly with results critically assessed and made public knowledge.
2. Reporting should be made on the cost inputs of educational programs and their resulting benefits as derived in measurable cost effectiveness terms.
3. Educational institutions should be held responsible for devising programs that meet the needs of all students from the most endowed to the least able.
4. The people whose children are being educated in public institutions should have closer partnership and forms of participation in school affairs.

Because of the increase in state and federal monies being allocated to local educational agencies, there has emerged a demand from the public and legislators in particular that the State Education Agency (SEA) monitor the use of funds and evaluate the programs funded, states Kerins.[2] He believes that before programs can be evaluated and monitored in the local education agency (LEA) that the state educational agency (SEA) provide program direction and assistance with the evaluation process.

The Division of Career and Vocational Education realized the need for providing leadership to the LEA's so funds for clinics for Planning Occupational Programs in 1972-73 were applied for and granted under the Education Professions Development Act, Part F. The process of planning goals, objectives and activities was considered during these clinics. The participants who attended the planning clinics requested that similar meetings be held, and the next series be concerned with evaluating programs. The Arizona Department of Education, Division of Career and Vocational Education, planned to introduce a new evaluation and monitoring plan to be used with local districts, therefore, it was decided by the director that a project be written toward the concern of evaluating occupational programs.

## Setting Up the Clinics

The project was written for the clinics and submitted to the Advisory Council of Professional Development by Dr. Robert Kerwood, Arizona Department of Education. This council decided that the clinics again be held at three locations - University of Arizona, Tucson; Northern Arizona University, Flagstaff; and Arizona State University, Tempe. Assistant project directors Dr. Robert Wooldridge, Northern Arizona University, and Dr. Doris Manning, University of

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1. Barro, Stephen M., "An Approach to Developing Accountability Measures for the Public School," Report P-4464 (Santa Monica, Calif.: RAND CORPORATION, (September, 1970), pp. 1-2.
2. Kerins, C. Thomas, "Accountability And The State," Chap. 7, SCHOOL EVALUATION by Ernest House (Ed.), pp. 74-76.

Arizona, were selected on the premise that university personnel often have rapport already established with nearby school districts and local arrangements are more easily executed by personnel on location.

The Advisory Council for Professional Development also concurred with the project writer that follow-up sessions for the clinics would be valuable since the participants would then have time to gather further data and be able to clarify any problems they encountered in planning the evaluation process in their local situations. Participants would also have an opportunity to indicate further areas of concern to them which had not been included in the initial clinics.

The advisory committee for the project met and planned the initial series of clinics. The members of the committee were as follows:

Mr. Dean Frey - Coordinator of Cooperative and Career Education, Maricopa County Junior College District
Dr. Richard Froese - Director, Occupational Education, Phoenix Union High School District
Dr. Robert Kerwood - Director of Professional Devlopment and Curriculum, Arizona Department of Education
Mr. William Konopnicki - Tri-County Coordinator, Representing the County Coordinators
Dr. Doris Manning - Chairman, Division of Home Economics Education, University of Arizona
Mrs. Shirley Mannion - Deputy Associate Superintendent for Evaluation, Arizona Department of Education
Mr. Chick Viehl - Executive Secretary, Arizona Advisory Council
Dr. Robert Wooldridge - Chairman, Department of Industrial Education Northern Arizona University.

After the Advisory Committee meeting, 350 invitations (Appendix, A) and brochures were sent by the Arizona Department of Education to school administrators, local supervisors, county coordinators, teacher educators and to the staff of the Division of Career and Vocational Education. School administrators were urged to have a department chairman or a vocational teacher accompany them to the clinics in order to facilitate the evaluation process in the local situation.

The following criteria were used in selecting the participants:

1. A proportionate number of participants came from the three geographical areas - Northern, Central and Southern.
2. All types of schools were represented - rural or small town, suburban and urban.
3. All ethnic groups were accepted (if they applied) - Indian, Anglo, Black, Mexican-American and Oriental.
4. Participants were actively engaged in administering or teaching occupational education and had an important role in making decisions about occupational education.
5. All kinds of educational institutions - universities, community colleges, post secondary institutions and secondary schools were represented.

6. Each type of position was served by the clinics - secondary school administrators, secondary school educators, local directors, county coordinators, state staff and teacher educators.

The Division of Career and Vocational Education was contacted to ascertain which persons were going to present the evaluation and monitoring process, and a decision was made to have Mrs. Shirley Mannion introduce the material. Dr. John E. Bell, Professor of Secondary Education, Arizona State University, was engaged as evaluation consultant for the project.

Local directors and county coordinators were contacted by the assistant project directors and were requested to obtain parents and students to participate in the clinics. An effort was made to obtain a representative group of students, both from rural and urban schools and from a variety of vocational classes.

The Initial Planning Clinics

The clinics were structured so that the program format could be duplicated as much as possible in the three locations. In some instances, resource persons were not the same in all locations.

The first clinic was held in Flagstaff on November 1 and 2, 1973, in the Applied Science Building, Northern Arizona University. The second clinic was conducted at the University of Arizona, Student Union Building on November 7 and 8. The site of the last clinic was the Memorial Union, Arizona State University on December 6 and 7. The objective for all clinics was "The participants will develop plans for evaluating occupational education in their respective situations."

The keynote address, Why Accountability, was given by different presenters at the three locations. Dr. Wilma Stricklin, Professor of Management, spoke at Northern Arizona University; Mrs. Bruce Dusenberry, Tucson School District #1 board member, opened the conference at Tucson; and Donald Jackson, Phoenix Union High School System board member, gave the keynote address at Arizona State University. The condensed versions of their speeches are as follows:

WHY ACCOUNTABILITY
Dr. Wilma Stricklin

Accountability now permeates all large institutions - businesses, governmental agencies, churches, the military and educational institutions. Our concern with and about performance measurement has emerged from the industrial revolution. During the industrial movement, interest in doing things the right way was accepted. For example, wages, hours, and working conditions became somewhat standardized. World War II and new technology has further accelerated the process of setting goals and objectives, and then measuring of individuals to see if the goals and objectives have been reached.

This emphasis on accountability forces those in charge of any business or educational operation to state goals and objectives so as to ascertain how the system should work. Frequently, however, organizations have not clearly defined what the ultimate aims are. If an evaluation system is effective,

there must be well-thought out goals and objectives which are in the open for any interested parties to view and discuss. Educators must be willing to listen to constructive criticism about programs and be amenable to changes when deemed desirable. Too often the destructive approach has been used in trying to bring about accountability so that the concept arouses negative feelings. An evaluation system does, however, protect human dignity because the goals and objectives and the measurement techniques are defined and both the public and the personnel involved understand what is expected.

## WHY ACCOUNTABILITY
Mrs. Bruce Dusenberry

Accountability in schools is here to stay as long as educators use public funds and people's children. Because everybody has attended school, each individual feels he is in a position to be critical of an educational system. Thirty of the fifty states have some type of assessment program or accountability. Seventeen of the states use the information for making state decisions; eight employ assessment for the purpose of allocating state and federal funds.

Assessment in education is unlike product control because the raw materials, children, are not standardized. Public schools accept all materials, and educators have them only one-third of the time to make them into a final product. Not all students are willing to learn and the family environment may not have provided the background which readies children for school.

The school voucher system is a direct reaction to public schools not being accountable. The voucher system has the potential of leading to free competition and the end of public schools except as holding power for the poor.

School systems must become more accountable. For example, bus routes should be planned for the convenience of the students. Junior and senior high schools can be schools within schools, therefore, not overwhelming students by largeness. Tucson District #1 established task forces of parents and community members to set the goals for the district. Once the goals were authenticated, then the professionals conducted needs assessments and organized performance objectives for the programs. Also, an analysis of the delivery system is constantly being done to see if objectives are met and the needs of students are being considered.

Each school system must create its own process for being accountable. Caution must be taken, however, not to set unrealistic goals. Educators must realize they can not be all things to all people at all times. Instead, a school system must carefully define what it can do.

## WHY ACCOUNTABILITY
Donald Jackson

Education is not a measurable item, according to some individuals, because such dimensions as aesthetic appreciation and self respect cannot be measured,

and the good life cannot be defined. Education is being criticized by many groups. Legislators state that schools continuously ask for more money, but they can't prove their worth. School boards are skeptical about new programs because programs begin but are never evaluated to ascertain if they should be discontinued. Parents are confused about what education should accomplish. Tax payers are revolting against paying such high school taxes because they can not perceive education has improved from when the costs were lower. Students are not always convinced they can learn.

All the criticisms against schools mean that systems should prepare their own programs for accountability or schools will have accountability thrust upon them. Local autonomy will be lost in the process. Each district must define its objectives and supervisory practices and be responsible for carrying them out. Boards of education need to establish clear policies and support and evaluate the administrative staff in terms of these policies. Parents have the responsibility for controlling their own children and expecting them to learn. Even students must be accountable and try to benefit from school. Most of all, teachers need to be accountable for having sound content and acceptable teaching strategies used in the classroom.

## EVALUATION AS PERCEIVED BY ARIZONA DEPARTMENT OF EDUCATION

Shirley Mannion

A mandated practice for the past two years in the Division has been to use the Advisory Council for Vocational Education. The Fourth Annual Report which evaluates programs has been released. It has also been established by the Division that before new programs can be implemented that a needs assessment must be conducted. Desk and on-site monitoring have been usual practices and the enrollment information has been regularly gathered, including placement of graduates. Comments from graduates have also been solicited to provide feedback to their respective schools. Program reviews have been conducted regularly upon request, and both quantitative and qualitative data have been collected. The entitlement and career proposals have made evaluation more possible. In entitlement, the district sets its own objectives and is evaluated in terms of them.

Evaluation is difficult because the process has negative connotations. School administrators and teachers are suspicious of state personnel, and they are fearful of how the reports will be used. Some conflict of values may enter into evaluation. Evaluation data though can be used for measuring past performance of either short or long term programs. The feedback may be used for improving the evaluation process.

The Arizona Department of Education is regularly evaluated by the regional and federal personnel from the U.S. Office of Education. A full fiscal audit was just conducted six months ago.

Since it can be fairly accurately assumed that any evaluation process can be improved, the Division has designed the Assessment Instrument for Arizona Vocational Education Programs. The development was accomplished by a Steering Committee for Evaluation from the Division of Career and Vocational Education. It attempts to evaluate both process and product. The instrument is being field tested during 1973-74 and will be revised. (Participants were asked to give any suggestions for improvement.) The evaluation process will be initiated

by the local district and a steering committee of local and community personnel will work with a Division person to prepare for the assessment. After an on-site visit is made, immediate feedback will be given to the local district.

Immediately following lunch, John Bell, evaluation consultant, gave his remarks. A summary of his speech is as follows:

EVALUATION FOR DECISION MAKING
John Bell

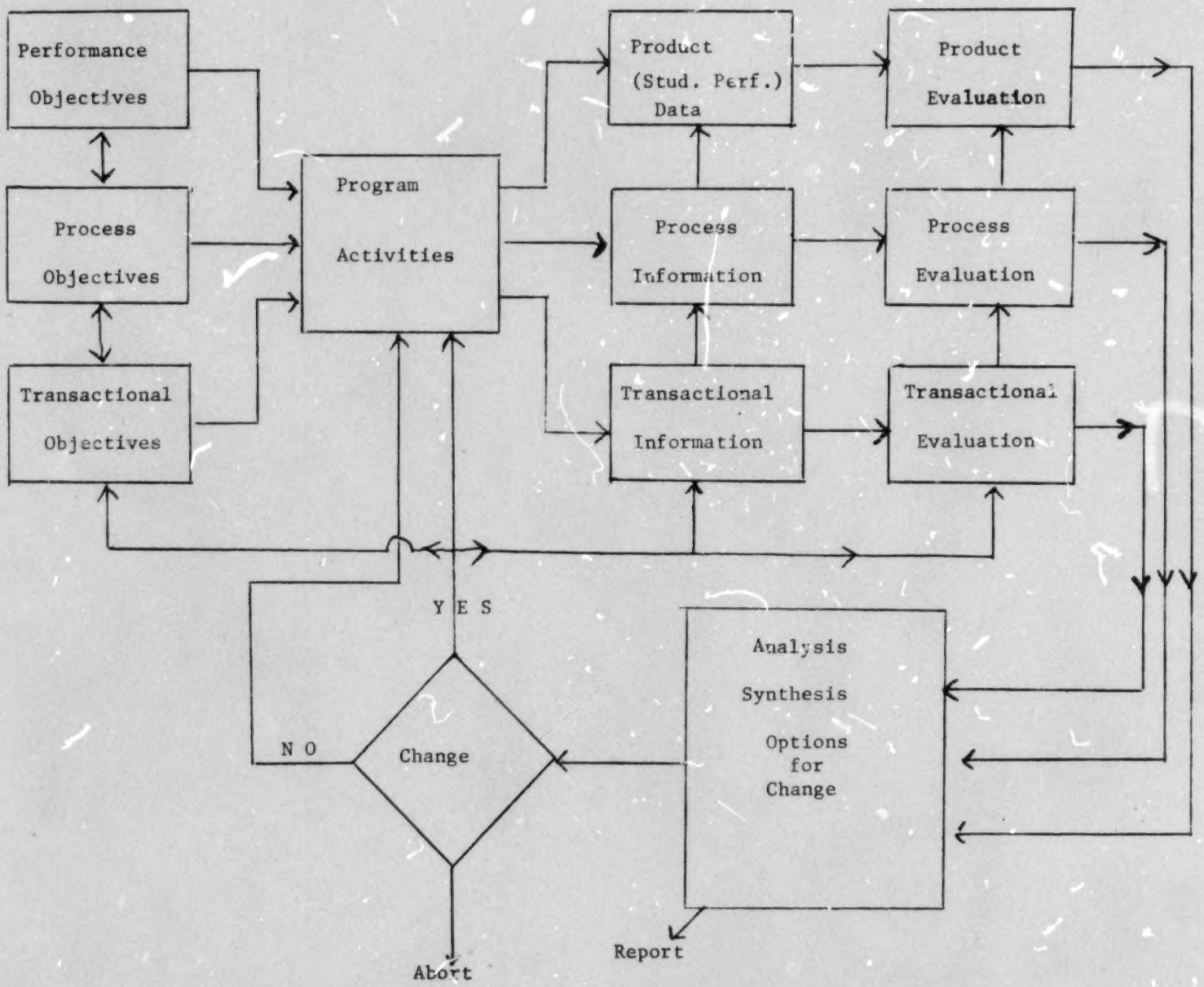
There are three kinds of decisions for which the evaluation process is used: justifying current expenditures; considering proposals for continued funding; and consideration of alterations and refinements (improvements) to programs.

Typically, evaluations have dealt primarily with confirming that projected activities have been carried out, with quantifying impact (numbers of participants, etc.) and with verifying that funds have been expended within the design of the project. We tend not to evaluate such items as: What is the program's qualitative effect on learners? Are the objectives realistic, valid, and worthwhile? Where can the program be improved?

Evaluation is not to prove, but to improve. Evaluation means being skeptical--to willingly suspend belief. Such a definition does not always seem compatible with the methods of awarding funds for state and federally funded vocational programs.

Evaluation for improvement purposes operates with two assumptions which may be faulty: (1) the intention of the evaluation program is as clear as the conceptual framework on which it is based and (2) the participants in the program are as anxious to provide information as the evaluators are to get it. There are differences in viewpoint between evaluator and client. To the client, evaluation means confirmation. The evaluator believes the client will change according to the data obtained in evaluation. Evaluation can be threatening, because we think in terms of what we need, what we are interested in, and what we want to do. Anything that is perceived as threatening or pursuit of any of these is cause for us to exhibit "strange" behavior.

Utilizing the accompanying evaluation model, evaluation can be focused on three different areas: performance of students, program processes, and a generally ignored factor, transactional evaluation. Transactional evaluation deals with how people perceive a program. While it is not a part of the program itself, how persons outside the program perceive it may determine in large measure its success or failure. Through the application of this model, it is possible to check the final outcomes of a project for subsequent modification and revision. By following the various "feedback loops," such as testing the appropriateness of objectives and program activities; and checking the adequacy of data gathering and evaluation techniques the model will hopefully lend itself to program improvement. One of the major purposes of this model is to focus on the transactional dimension, since the ultimate testing of any program lies in the perception of those who work in and around it. There are


Performance Objectives
Process Objectives
Transactional Objectives
Program Activities
Product (Stud. Perf.) Data
Process Information
Transactional Information
Product Evaluation
Process Evaluation
Transactional Evaluation
Analysis
Synthesis
Options for Change
Change
YES
NO
Abort
Report

some final admonitions in the use of the model. Limit the number of performance objectives to a manageable quantity and take them in order of priority. Be sure that program activities contribute to realizing accepted objectives. Use a data-collecting process appropriate to the data being sought and collect data that are consistent with the objectives. Be realistic in the analysis and interpretation of data. And, above all else, keep open options for change if feedback indicates revisions are necessary.

Dr. Robert Kerwood, Director of Professional Development, then charged the participants to divide into task groups to attempt development of evaluation plans for their school districts. The planning process was briefly reviewed and how evaluation fits into educational design was explained.

The second day of the conference began with the topic of advisory committees. Some teachers do not use advisory committees for the following reasons stated Dr. Kenneth Rowe in Tempe:

(1) Teachers feel secure if they don't have to deal with too many people.
(2) Communicating the role of the advisory committee is sometimes difficult.
(3) Some advisory committee members want to set policies rather than advise.

Since strong vocational programs must depend upon people in the field, advisory committees are essential to evaluate and give input into programs. This group can be a sounding board for curriculum established for a program, and members of the committee can also suggest potential training stations.

Simulated advisory committee meetings were held at each location to allow participants to perceive how an advisory committee functions. In Flagstaff, Mr. Malcolm Mackey, a parent and businessman, presided over the meeting which evaluated whether or not the cooperative education program was meeting the needs of students. In Tucson, Mrs. Edna Anderson, Assistant Professor, School of Home Economics, University of Arizona, brought the members of her class, Home Economics Related Occupations, and an end-of-the year evaluation meeting of a HERO program was simulated. In Tempe, Dr. Kenneth Rowe, College of Business, Arizona State University, conducted an advisory committee meeting which was concerned with developing training plans and evaluation forms which could accurately evaluate student performance. A student from the advisory committee of the Phoenix Union High School District, employers, a coordinator and a school administrator were part of this group.

The Advisory Committee and Vocational Education published by the American Vocational Association was given to each participant to implement his or her knowledge regarding advisory committees.

Since planning realistic time lines is very important in establishing new and continuing programs, this topic was the next item on the program. At Flagstaff, Dr. Robert Miller, presented the ideas. In Tucson, Dr. Doris Manning was the presenter and in Tempe, Dr. Sid Borcher , Deputy Associate Superintendent for Research and Planning, Arizona Department of Education, offered his concepts of time lines.

## ESTABLISHING A TIME LINE
Dr. Robert Miller

A time line is the means through which activities are guided toward some predetermined goal. It is the means of controlling the day-to-day activities in such a way that they contribute to the final accomplishment within the time reference. It is not only the means by which performance may be evaluated but the means by which future problems may be predicted and probable results anticipated. The time line puts the educator in control of his project and allows him to pace his decision-making.

Control of the project has some essentials which are: (1) a predetermined goal, (2) a means of measuring activity, (3) a means of comparing activity against time, and (4) a method of corrective action. One of the best procedures for control is to develop a control chart which paces activities along a time line such as working days. The major events for the entire project are established on the chart with the time necessary for completion estimated. These events are plotted on the chart as they are accomplished, and their interrelationships are evaluated as they enter the critical path. The proper rate of accomplishment is monitored and different stages are observed carefully at strategic points.

In the past, educators have planned their projects, courses, and other educational activities somewhat informally and reported their success or lack of success also informally but today much more is required of them. Educators must be accountable for progress toward goals and the degree to which those goals are achieved. The time line is for control, and control is essential to the educator.

## ESTABLISHING THE TIME LINE
Dr. Doris E. Manning

A time line for a project is a "picture" of the estimate of the timing of activities (events) in the project. Such a time line is helpful because it highlights activities, can help identify bottlenecks, can pace decisions and maximize use of resources.

Steps in establishing a time line include: (1) define the activities (events) in the project, (2) set the sequence of activities, (3) estimate the time it may take with the resources in the project (working margins), (4) identify "trouble spots," (5) establish time line in working days and calendar days, and (6) use it in monitoring the process, to keep up, to revise.

In a needs assessment for a project for example, the process might look like this:

Sept 1: Activities would include (a) identifying the kinds of information needed, (b) sources of information, (c) selecting or developing instruments for collecting the information, (d) hiring or assigning personnel to the project, etc.

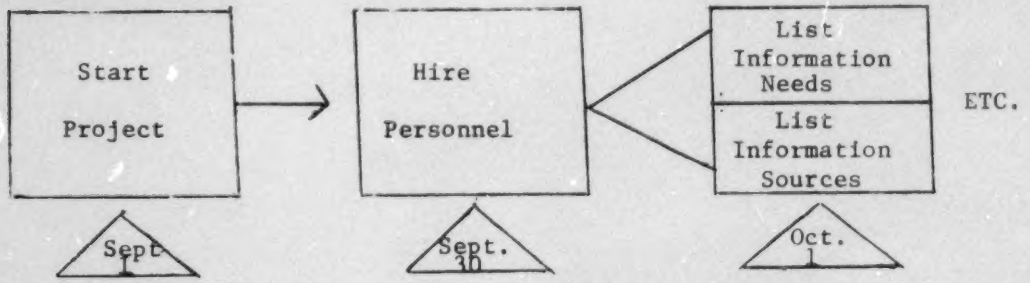
Step 2: List the activities in sequence. Say that for the activities listed in Step 1 your sequence would be as follows: hire personnel; list the information needs, as interests of students, job market; list sources of information; review literature for instruments, and finding none, develop the instruments.

Step 3: Estimate how long it will take to recruit qualified personnel for the needs assessment and get them on the payroll - say a month.

How long will it take to develop the list of information needs - four hours?, etc.

Step 4: What are potential trouble spots? Will your personnel officer be on vacation , so it will take six weeks to process papers to put your new employee on the payroll? Activities involving individuals outside your organization are potential trouble spots because the individuals may be out of town when you plan to contact them, etc.

Step 5: Establish the time line in working days and calendar days:




Step 6: In mid September, how are you coming on the hiring? So you made it by September 30, but the person you hired can't begin until October 5, so on October 1, monitoring activities indicate you are off schedule. Revise, use other resources, etc.

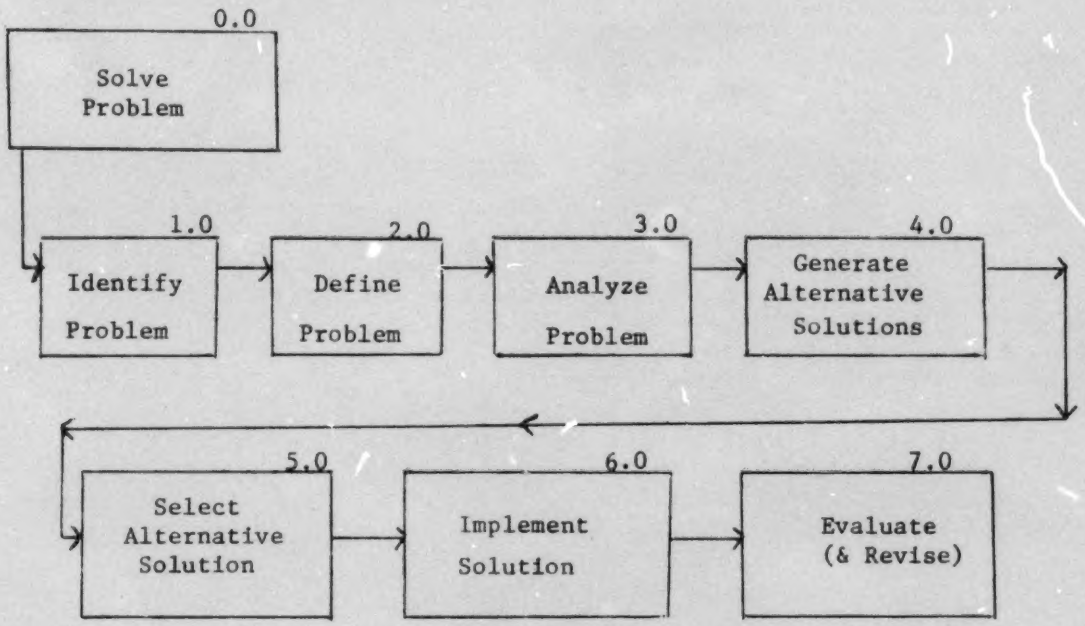
ESTABLISHING TIME LINES
Dr. Sid Borchers

Planning time lines, involves using the problem-solving process, and then recording it on a simple chart which includes dates, activities to be done, the person(s) responsible for the tasks and the dates when the tasks are to be accomplished. The most difficult part of the process is defining the problem. There are seven distinct milestones in the problem-solving process. (See next page for chart)

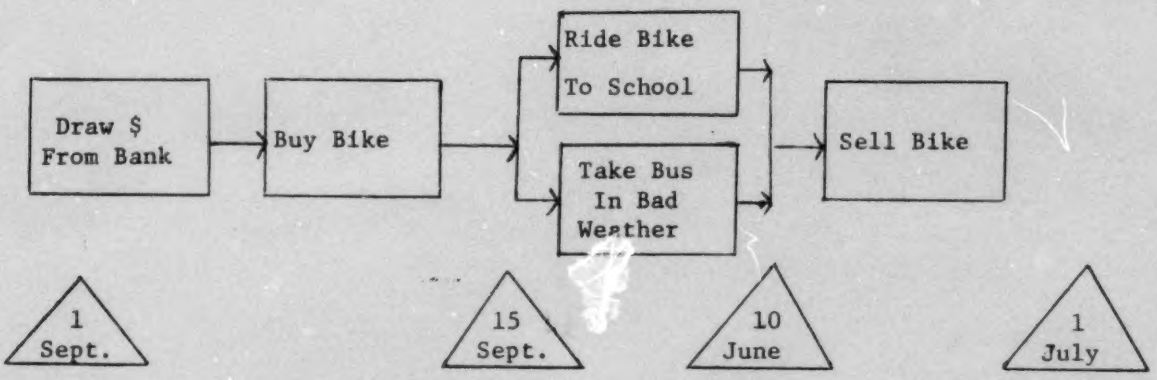
The time line is a tool used at the implementation milestone in the problem solving process. It might look like this for a student who has made a decision about transportation to school: ( See TIME LINE CHART on next page.)

Major Concept of Problem Solving

These can be portrayed in flowchart form as follows:




Timeline Chart



Following luncheon on the second day, Dr. Bell had the students role play interviews which illustrated transactional evaluation. Interviews constitute another way of gathering data and can be especially helpful in finding the feelings of the persons involved.

The first interview was the coordinator attempting to find out a student's perception of being dismissed from a training station. The student's and the employer's reasons for dismissal were not in agreement, therefore, this would present a problem in how the coordinator might assist the student.

The second interview was between a parent and an administrator attempting to find out the parents evaluation of a program. The parent was positive in his evaluation because his son had been placed in a job, but he indicated little understanding of the program.

The third interview was between a coordinator, business person and a state department of education evaluator. Perceptions of the program did not necessarily correspond.

The afternoon of the second day was spent in task force groups. Dr. Kerwood Dr. Bell and Dr. Barkley served as resource persons to answer questions about evaluation. The students at the clinics made many suggestions on how courses might be evaluated. Tentative evaluation plans were turned into the project director and Dr. Kerwood briefly reviewed several of them. Participants were asked what they wanted to have included at the follow-up clinics. A session on communication was requested by participants from all three clinics. Also the group wanted more help on the difference between monitoring and the total evaluation process.

Follow-Up Clinics

After the initial series of clinics, the advisory committee for the project met and a decision was made to attempt to illustrate the monitoring process as part of evaluation in a vivid fashion. Toward that end, Mrs. Shirley Mannion and other state staff planned the presentation so that each step of the evaluation process was explained by a member of the "evaluation family." The members of the Division of Career and Vocational Education who assumed the roles of the evaluation family were Dr. Richard Ruff, Evaluation Specialist; Mr. Charles Hulse, Director, Marketing and Distributive Occupations; Mrs. Barbara Border, Specialist, Home Economics Occupations; Mr. Gordon Hall, Specialist, Agricultural Occupations; and Mr. Stewart Miller, Director, Special Needs. With a note of levity interspersed throughout the presentation, The Monitoring Process--What It Entails, misconceptions about monitoring and its relationships to evaluation seemed clarified for the participants.

First, Dr. Ruff, defined evaluation as, "The process for attaining and reporting information to facilitate decision making." There were five steps defined (See Appendix B) as follows:

(1) Needs Assessment--this action is important because it assists in determining whether or not a program should be begun, what content should be taught, and whether or not students can benefit from the

information gained in the program. Parents, educational staff, industry and community members should be involved in needs assessment.

(2) Readiness Assessment--This is another measure which should be carried out before the program is begun. It involves systematically checking availability of staff, equipment, facilities, and both human and non-human resources for the program.

(3) Monitoring--This process may be informal and carried out day by day by district personnel and determines whether or not time lines and objectives of a program are being met. The state personnel may do on-site monitoring if a LEA needs assistance. Again the measurement of a program will be against the specified objectives. Results of on-site monitoring are sent back to the person in charge. (See monitoring example, Appendix C). Desk monitoring may substitute for on-site visits with the state personnel asking for evidence to be submitted at regular intervals. When questions arise about a program, a telephone call may solicit information. According to federal regulations, each program needs to be monitored regularly with written records kept on file.

(4) In-Process Evaluation--Quality of a program is determined while it is in the formative and operational stage. Strengths and weaknesses of a program are identified and decisions are made to modify a program in process. The Assessment Instrument makes it possible to accomplish an in-depth in-process evaluation. Monitoring is in reality part of in-process evaluation for it is a continuous process. Plans for a program can never be perfect, and every method of implementation can be improved.

(5) Outcome Evaluation--This action is most feared for outcome evaluation documents accountability and credibility. A district is forced to make a decision whether to continue, delete or greatly modify a program. In vocational programs the percentage of placement of its students may be one outcome measured and test results may be another. Major purpose for outcome evaluation is to provide documented evidence for the worth of the program. Again,the program is evaluated against its objectives which in some instances need to be changed.

At the end of the presentation, Mrs. Mannion indicated that one of the priority goals of the Division is to develop a model for evaluation. One of the first phases of this model will include procedures and instruments for needs assessment. Mrs. Mannion also announced that one hundred percent funded projects will be monitored this next year.

Dr. Richard Froese, Director, Occupational Education, Phoenix Union High School System, then gave the following comments on local district evaluation:

## EVALUATION ACTIVITIES AT THE LOCAL LEVEL
Richard Froese

The presentation given by Mrs. Mannion and her colleagues points out the need for evaluation activities being carried out by local districts. Phoenix Union High School District has been very involved in designing and im-

plementing evaluation. For example, five hundred Phoenix teachers have been trained to use IOTA (The Instrument for the Activities Observation of Teaching), but they are still apprehensive of evaluation. Teachers are fearful that they are being evaluated personnally rather than the program being examined. Local evaluation procedures are very difficult to formulate so that a program is adequately assessed and teachers feel comfortable in using the procedures. A new instrument has been developed by the Research Division at Phoenix Union which attempts to do process and project evaluation, but portions of the instrument does not seem applicable for vocational programs. All pilot programs must be evaluated by both students and parents before they can be introduced throughout the system. An in-process evaluation also is done with the teacher involved. The course, Bachelor's Survival, was challenged by the Board of Education as a questionable offering, but positive evaluations by both parents and students convinced Board members otherwise.

Involving parents and advisory committee members in the evaluation process is a sound practice. Involve them by touring the facilities and soliciting their ideas about programs. Get student input into the evaluation process. During Vocational Education Week, students made short presentations about their respective programs. Before the main event, however, rehearsals were held to clarify erroneous ideas and add impact to the presentation. Radio and TV programs can also be used as supportive evaluation even though it may be subjective.

Some suggestions for resources that may assist local districts in planning evaluation activities are:

James Popham, An Evaluation Guidebook, Los Angeles: Instructional Objectives Exchange, Box 24095.

ERIC, VT 0020268, Series on Evaluation (Cost about $50)

ERIC, Series 73, VT 019646, Guide for Local Evaluation Accountability-Evaluation for Occupational Programs, Chicago: American Technical Society, 848 East 58th Street.

If a local district writes proposals, do an abstract of each one so that the Board of Education members and other interested parties can read them quickly, since busy persons do not have time to read large volumes of material.

After lunch, Dr. Richard Ruff explained the criteria used for evaluating projects submitted to the Department of Education, Division of Career and Vocational Education. His ideas offered were as follows:

## CRITERIA FOR EXAMING LOCAL PLANS
Richard Ruff

At present, when projects are submitted to the Division of Career and Vocational Education, they are reviewed by more than one reviewer from the vocational staff. First, the project must conform to the Statement of Assurances which are legal requirements which an institution must abide by.

The Technical Review Criteria is used and the Technical Rating Sheet (Appendix D) is marked. The goal is examined to perceive the overall nature of the task and intent of the program. Objectives are scrutinized for the number and grade level of students to be served. Outcomes for students are checked in terms of **what** is realistic for a program to achieve. The logic and specificity of the activities are analyzed. Evaluation plans and budget figures are also reviewed. In the evaluation component, the method of data collection and size of sample should be designated, along with how the data will be analyzed.

It is the first time that criteria have been developed for evaluating vocational projects and should lead to more efficiency and rigorous examination of projects. A Calendar of Events is also necessary in order to monitor a project.

The task force groups were again assembled and given a portion of a local district's request for entitlement funds. (This district gave permission for its use.) The participants were able to make improvements on the proposals and could perceive the need for goals, objectives, activities and evaluation plans. After a report from several task forces, Dr. Bell summarized the ideas on evaluation as these:

EVALUATION AS DISCREPANCY ANALYSIS
John Bell

Evaluation is a process of identifying, measuring, and prioritizing discrepancies--the differences between "what is" and "what we want or need."

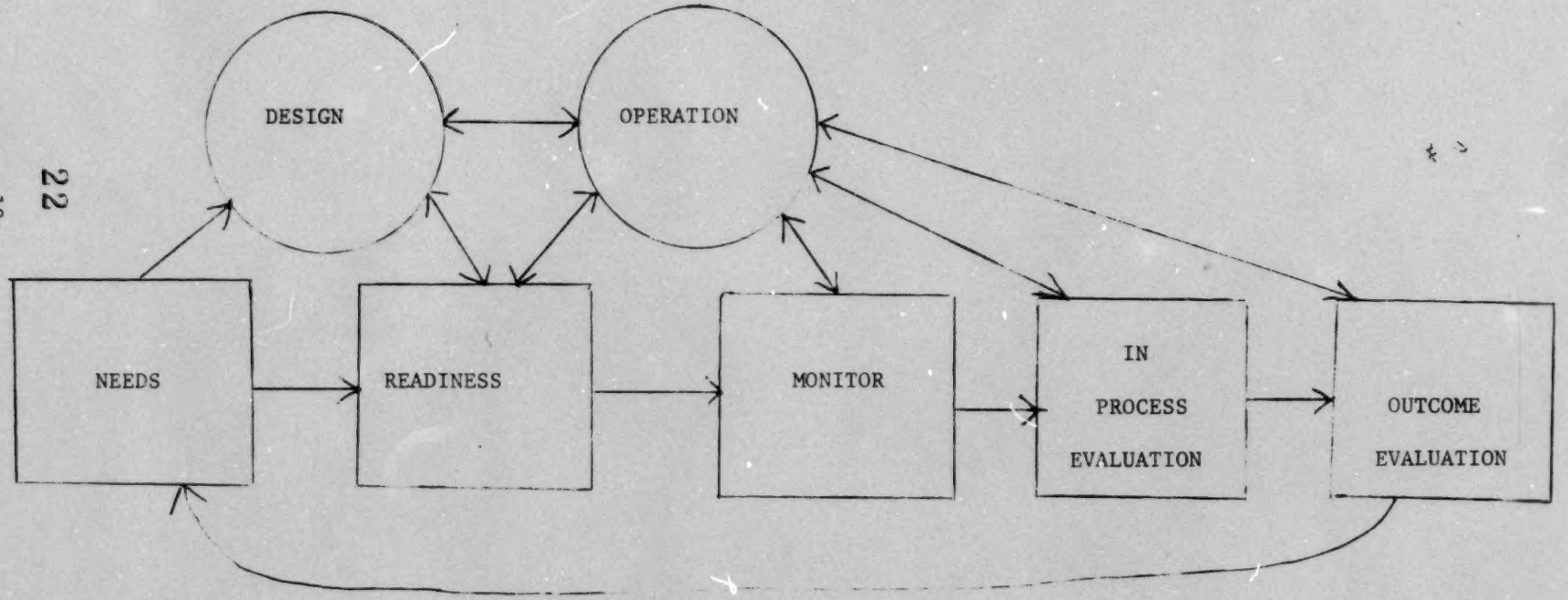
Utilizing the accompanying model which is derived from the presentation of the State Department's "evaluation family" during the morning phase of today's program, I shall attempt to discuss the types of discrepancies which may exist and be useful to the evaluator seeking ways to improve a program.

With respect to needs assessment, a need is really a discrepancy between what a person or institution does or can do and what we would like them to be able to do. As this wording might indicate, a "want" may at times be considered a "need." Needs are not static, but are subject to change as conditions and locations vary.

Readiness assessment is really a measure of the discrepancy between the level of performance needed to operationalize a program or phase of a program and the level of performance that those who are involved are capable of producing. Experience and the study of psychology teach us that the readiness discrepancy must be very small if we are to anticipate any satisfactory degree of success.

The monitoring process identifies discrepancies that are basically quantities and assumes the validity (quality) of the program design. It does not assess quality. It merely tells us how well we satisfy design characteristics.

18.


DESIGN
OPERATION
NEEDS
READINESS
MONITOR
IN
PROCESS
EVALUATION
OUTCOME
EVALUATION

WHAT KINDS OF QUESTIONS DO YOU ASK OF VARIOUS AUDIENCES THAT WILL PROVIDE USEFUL INFORMATION FOR EVALUATION

John Bell

PARENTS:

What do you think is the best feature of the program?

Especially for your youngster?

What is the one thing that is happening to your youngster that you consider least desirable?

Or, the most important thing that is missing or not happening that should be?

Does _____ happen? Does your son/daughter _____?

Is he/she learning _____? Have his/her job aspirations changed? How?

Contrast these with:

What do you think of the _____ program?

What is wrong with the _____ program?

How do you like _____?

What does your son/daughter think of _____?

Try to anticipate the kind of response you could expect to obtain from each question and test it against these criteria:

Useful for purpose intended

Communicates meaning clearly

Can be processed to contribute to making judgments

Gives data vs. performs evaluation
(You make decision (evaluate) from data collected)

Don't "average" everybody's evaluations--collect, collate and analyze data from variety of sources and make decision.

In-process evaluation begins to focus on quality, although it still assumes the validity of the basic design. However, it does deal with the degree of effectiveness with which various program elements relate to each other and identifies discrepancies in meeting process objectives.

The "proof of the pudding" comes when the discrepancy notion is applied to outcome evaluation. That is when we process the discrepancies between the objectives or desired changes in client behavior and the actual changes that have taken place. The statements of objectives and the methods of evaluation are crucial if we are to satisfactorily answer the questions, "Do we really look for discrepancies, or do we attempt to prove something (prove that there are no discrepancies)?"

It is important to include a wide range of audiences in the evalution process. The input of a particular audience or public should be limited to that which can realistically be expected to be effective. A distinction should be made between providing data for evaluation purposes and actually conducting the evaluation and making decisions. Evaluation is the analysis of data and is a professional function. While data should be obtained from all persons possible, it should be analyzed by evaluators.

People and what happens to them are the prime sources of data. We need to be careful about the assumptions we make relative to the information most appropriately obtained from various sources. (Students can provide one kind of data, parents another kind, businessmen still another, etc.)

It is primarily the responsibility of professionals to determine the significance of discrepancies, to place them in priorities, and make some decisions about them.

The session closed with small groups or individuals working on their evaluation plans for their local districts.

On the second day of the follow-up clinics, some persons came in for consultant assistance on individual plans before Ed Scannel, Coordinator, Continuing Education, Arizona State University began his half day session on communication. He began by involving the audience in defining the term, "communication." He also was able to do a number of communication exercises which showed lack of communication skills. The showing of the film, More Than Words concluded his presentation. In order that the participants could have a reference on the topic, a copy of his publication, Communication for Leadership was given to each participant. On the next page is a summary of his major ideas.

Evaluation of the clinic and completion of the evaluation plans concluded the last afternoon's session. Participants had the opportunity to make suggestions for further clinics.

## COMMUNICATIONS WORKSHOP

## SUMMARY OF KEY POINTS

I. Communications - Definition:
Mutual exchange of information and understanding by any effective means.

II. Importance; 80% of waking hours spent in some form of communication; studies show only 30% efficiency rate.

III. Goals of Communications:
- A. To get action
- B. To give (get) information
- C. To motivate or persuade
- D. To give (get) understanding.

IV. Channels of Communication
- A. Internal
  1. Downward - employer to employee
  2. Upward - employee to employer
  3. Lateral - employee to employee, etc.
- B. External

V. Chain
- A. Sender
- B. Idea
- C. Information
- D. Facts
- E. Medium
- F. Receiver

VI. Barriers to Communications and Listening
- A. Attitude
- B. Biases
- C. Cultural Background
- D. Distractions
- E. Emotions
- F. Inferences
- G. Preconceived Notions
- H. Inferences
- I. Interests
- J. Inner Distractions
- K. Semantics
- L. Language
- M. Assumptions
- N. Status

VII. Suggestions to Improve Listening
- A. Give Immediate Feedback
- B. Tune In
- C. Watch Emotions
- D. Listen Objectively
- E. Listen for Ideas
- F. Be Attentive
- G. Watch the Message
- H. Think Ahead
- I. Listen Between Lines
- J. Empathize
- K. Listen Actively
- L. Stop Talking

VIII. Communications and Human Relations
- A. Lord Chesterfield: "Make A Person Like Himself A Little Better And I Promise He Will Like You Very Well Indeed."

---

Scannell, Edward E., Communications for Leadership, New York: McGraw-Hill Book Company, 1970.

Evaluation of Clinics

After the clinics were opened and introductions made, a pre-test was given to all participants. (See Appendix E). The same instrument was administered at the end of the initial clinics. Analysis of the pre-test and post-test assessment indicated:

The items about the advisory committee, items 1 through 6, were more correctly answered by the Tempe participants on the post-test than participants from Tucson and Flagstaff. The larger gain in this area by the Tempe group was probably due to the comments given by Dr. Rowe before the advisory committee simulation was held at Ariozna State University. A handout given to the participants on advisory committees included the answers, but it appearsfrom the post-test results that not all persons had read the handout.

All groups of participants made improvement in their knowledge about program assessment at the local level as indicated by a comparison of the pre-test and post-test scores on items 7-11.

The scores of items 12-20 evidenced an understanding by most of the participants about the role of the Arizona Department of Education in evaluating local programs with the exception of the appointment of a steering committee. Many of the participants seemed to be of the opinion that the steering committee is appointed by the Department of Education according to the number of incorrect answers on item 13.

Participants were more cognizant of the major areas of evaluation after the initial clinics than at the beginning as denoted by the post-test scores on items 21-25 compared to the pre-test scores.

In the area of student growth, participants had only a slightly better understanding after the clinic than before, as indicated by post-test results of items 26-30.

A majority of the participants were able to identify the five major areas to be evaluated by the Assessment Instrument.

By the end of the initial and follow-up clinics, a total of 205 persons had attended the clinics. Not all participants were able to be present at both clinics, but in some instances, administrators sent other persons to the follow-up clinics in their places. Some of the participants were university students and were not paid expenses, making it possible for persons who applied to attend the clinics. A list of participants and programs of both clinics are in Appendix F.

At the end of the initial clinics, all but ten persons had submitted a tentative plan of action for evaluation for their respective situations, thus the objectives of having sixty percent of the participants submit plans was met. When participants had like situations, they worked as a group. For example, all community personnel cooperated in formulating a plan for introducing the Assessment Instrument to community personnel, and using the instrument to eval-

uate programs even if the Department of Education did not visit all campuses. County coordinators met with local districts in their respective areas to assist in drafting evaluation plans.

A free response questionnaire given to participants at the end of the initial clinics asking for what they found helpful from the clinic and what needed to be changed indicated for the most part that participants were satisfied with the clinics. There was still uncertainty, however, about the role of the Department of Education in the monitoring process. Participants also indicated that more specific assistance was desired in understanding the total evaluation process. The desires of the participants was taken into account in planning the follow-up clinics.

The follow-up clinics met the objective for over fifty percent of the participants submitted revised plans for evaluating occupational education in their respective situations. (Some plans are included in Appendix G.) All but five persons turned in evaluation plans. The assessment for the follow-up program follows.

EVALUATION OF THE PROGRAM OF FOLLOW-UP CLINICS

| | Very Helpful | Somewhat Helpful | Not Useful |
|---|---|---|---|
| 1. The Monitoring Process-What It Entails | 72% | 28% | - |
| 2. Evaluation Activities at the Local Level | 52% | 44% | 04% |
| 3. Criteria for Examining Local Plans | 49% | 47% | 04% |
| 4. Critique of Plans by Task Force Groups | 63% | 31% | 06% |
| 5. Additional Evaluation Ideas | 61% | 33% | 06% |
| 6. The Communication Process | 98% | 02% | - |
| 7. Individual Work on Evaluation Plans | 45% | 51% | 04% |

## Recommendations for Other Clinics

1. The evaluation of this series of clinics was very positive and indicated that similar clinics receive continued funding.

2. Because local clinics, an outgrowth of the major clinics, were very successful, it is suggested that funds be allocated to local clinics making it possible to involve more vocational personnel.

3. The clinics should be held earlier in the year so that local districts can receive assistance, if needed, on project writing for the next fiscal year.

4. Because many administrators cannot be away from school four days, it is suggested that the initial clinics be held for two days and follow-up done in the local areas. This time schedule would permit administrators to go to their office and take care of pressing concerns before they report for the local meetings.

5. The county coordinators should solicit administrators in their areas to attend the clinics and should be in attendance themselves to assist local school districts.

6. The participants indicated that the next series of clinics should emphasize curriculum concerns.

7. Because of the benefits to pre-service teachers in the Flagstaff and Tucson clinics, this group should be sent invitations.

8. Again, more department chairmen should be encouraged to accompany an administrator to the clinics. Both administrators and chairmen should be in attendance if planning is to be functional at the local level.

9. A brief meeting time for similar occupational groups.(e.g. D.E., Home Economics, Agriculture, etc.) might be set up as to provide an opportunity to exchange ideas about programs.

10. Parents and students remain a part of the initial clinics and be invited to attend local clinics.

11. Handouts for reviewing processes covered in previous clinics be given to participants, thus assisting the participants to become quickly oriented to the assigned task.

12. Local districts should be encouraged to bring along vocational course objectives and other materials to use in setting future plans.

APPENDIX A

Invitation to Clinic

October 12, 1973

Dear Administrator:

Again, you have the opportunity to obtain assistance with your occupational education program by attending a clinic, Evaluating Occupational Education Programs, beginning at nine o'clock at either Flagstaff on November 1 and 2; Tucson on November 7 and 8; or Tempe on December 6 and 7. The meetings will adjourn at four o'clock each day.

At these series of clinics a new evaluation form (Assessment Instrument for Arizona Vocational Education Programs) and its use will be introduced by the Arizona Department of Education. Evaluation as a decision-making process for planning occupational programs will be presented. Participants will then have time to formulate an evaluation plan for their own respective situations with the assistance of consultants.

By submitting a tentative plan for evaluation, your travel, luncheon and registration fees will be reimbursed. If you live over 25 miles one way from any of the locations, your lodging and meals will be paid to a maximum of $20.00 a day.

If you personally cannot fit one of the clinics into your schedule, please suggest an alternate to attend in your place who assists you in making and implementing decisions about occupational programs. If there is room in the clinics, you may want someone to accompany you or you may wish to send two persons so they may share the knowledge with others. If a teaching faculty person attends, substitute pay is available up to $25.00 a day.

The follow-up clinics will be held at Flagstaff on January 31 through February 1, at Tucson on January 24 and 25, and Tempe on February 6 and 7.

Please plan to attend for the <u>full time</u> so you can receive full benefits from the clinics. If you have further questions about the purposes of the clinics, telephone Tempe at 965-6687; Phoenix at 271-5563. Just fill out the enclosed slip for yourself or your administrative representative. Also indicate if you plan to bring someone with you. If for any reason space is not available for the accompanying persons, you will be notified. See you at one of the clinics!

Sincerely,

Robert Kerwood, Director
Professional Development and Curriculum

Margaret Barkley, Project Director
Evaluating Occupational Education Programs

APPENDIX B

An Outline of Evaluation

AN OUTLINE OF EVALUATION

| | Needs Assessment | Readiness Assessment | Monitoring | In-Process Evaluation | Outcome Evaluation |
|---|---|---|---|---|---|
| Responsible Party | District & State Personnel | District & State Personnel | District & State Personnel | District & State Personnel | District & State Personnel |
| Frequency of Data Collection | Once - before a a project/program is developed | Once - before a a project/program is implemented | Very frequently during project/program implementation | Frequently - during project/program implementation | Once - End of project/program |
| Method of Data Collection | Instruments | Interviews Checklists Observations | Observation & Desk/On-Site Visitations | Observation & On-Site Visits using Instrument | Instruments |
| Type of Report | Formal | Semi-formal | Informal | Informal & Formal | Formal |
| Objective | To identify and prioritize the existing needs toward which the project/program should be directed. | To determine the degree to which the human, fiscal and material resources exist that will be required to implement and operate the project/program. | To determine whether a project/program is accomplishing the activities it purported to accomplish in terms of quantity and time estimates. | To identify strengths and weaknesses in the project/program design and its implementation so that in-course project/program modifications can be made. | To determine the outcomes of the program/project so that decisions can be made to retain, modify or discontinue the project/program. |





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APPENDIX C

Example of Monitoring Report

| | | |
|---|---|---|
| ___ Problem Solving<br>___ Program Improvement<br>___ Program Development<br>XX Monitoring<br>___ Desk<br>XX On-Site | ARIZONA DEPARTMENT OF EDUCATION<br><br>ACTIVITY REPORT | Funding Sources:<br>G<br><br>Action required by: |

INDIVIDUAL REPORTING _____ (Staff Member)

LEA/SITE -- High School DATE OF VISIT 11-8-73

CONTACT PERSON (S) ----

OBJECTIVE(S) 1.1 Determine appropriateness of D.E. placement.

1.2 Determine extent of utilization of training plans.

ACTIVITY(S) 1.1.1 Examine placement records and compare with student career objective.

1.2.1 Examine individual training plans and methods of evaluation of on-the-job training.

RESULTS

Results by Objectives 1.1 Records indicate that all 24 senior students are placed in DE training stations and receiving DE on-the-job training. Career objective not stated in few cases.

1.2 Training plans are not being utilized. Methods of evaluating on-the-job training are varied, fair, and appropriate.

Recommendations I. Coop students should have a stated career interest/goal/objective in distribution.

II. Utilize Training Plans and prepare the Training Agreement - Plan early in the year for appropriate signatures.

Personnel Contacted

Additional Comments The D.E. Program at ---- High seems to be operating efficiently and for the benefit of the students. Good system of record keeping makes data retrieval and use an easy task.

/s/
Signature

DATE 11/8/73

Copies to:

APPENDIX D

Technical Review Materials

## TECHNICAL REVIEW CRITERIA

### CRITERION ELEMENT 1.0
### GOAL STATEMENT

1.1 Does the goal delineate the overall nature of the task?

1.2 Is the goal in line with the intent of the program?

### CRITERION ELEMENT 2.0
### STATEMENT OF OBJECTIVES

2.1 Does the objective adequately delineate the four required components - outcome, target audience, completion date and evaluation method?

2.2 Does the objective logically relate to the goal statement?

2.3 Is the scope of work in the objective realistic?

2.4 Is the OE code specified?

### CRITERION ELEMENT 3.0
### STATEMENT OF ACTIVITIES

3.1 Are the activities logically related to the stated objective?

3.2 Are the stated activities specific enough to convey intent?

3.3 Is one person specified to be responsible for each activity?

### CRITERION ELEMENT 4.0
### EVALUATION POTENTIAL

4.1 Is a meaningful method for evaluating the outcome of the objective delineated?

4.2 Is a written record of the evaluation results planned.

### CRITERION ELEMENT 5.0
### BUDGET ANALYSIS

5.1 Are proposed costs specified for each activity requiring fiscal support?

5.2 Given the intended objectives and activities, are the proposed costs realistic?

VOCATIONAL EDUCATION
TECHNICAL RATING SHEET

APPLICANT'S NAME_____ _____ TECHNICAL REVIEWER_____

APPLICANT'S ADDRESS_____ DATE REVIEWED_____

( ) Form No. 100 - Entitlement (White)
( ) Form Nc. 101 - Cooperative Education (Blue)
( ) Form No. 102 - Disadvantaged and Handicapped (Green)
( ) Form No. 104 - Depressed Area Consumer & Homemaking (Tangerine)
( ) Form No. 108 - New Programs (White)

| Conforms to Statement of Assurances<br>( ) Yes - Go On ( ) No - Return to Applicant | | | Nonconforming Assurances |
|---|---|---|---|
| Criterion Element | Satisfactory | Unsatisfactory | IMPROVEMENT AREAS |
| 1.0 Goal Statement | ( ) | ( ) | |
| 2.0 Statement of Objectives | ( ) | ( ) | |
| 3.0 Statement of Activities | ( ) | ( ) | |
| 4.0 Evaluation Potential | ( ) | ( ) | |
| 5.0 Budget Analysis | ( ) | ( ) | |
| 6.0 Program Specific Criteria | ( ) | ( ) | |

Approvable ( ) Non Approvable - Rewrite ( )

APPENDIX E

Pre-test and Post-test

## ASSESSMENT FOR EVALUATING OCCUPATIONAL PROGRAMS

Directions: Consider the situation and then respond to each statement by circling "T" for true and "F" for false on the answer sheet.

Advisory committees or councils are considered an integral part of occupational programs and serve the following functions:

1. Set policy for occupational programs.
2. Recruit students for the programs.
3. Assist in the development and implementation of a public relations program.
4. Advise in planning course outlines and offerings.
5. Serve as a personnel committee for selecting teachers for the programs.
6. Act as a placement agency for students.

Program assessment at the local level is necessary in occupational programs because the process:

7. Provides accountability data to the State Board of Education.
8. Evaluates individual teachers.
9. Compares one districts' program with another districts' program.
10. Identifies strengths and needs of local programs.
11. Provides for the professional growth of teachers of vocational programs.

The evaluation of vocational programs is implemented by:

12. The Arizona Department of Education requesting a site visit.
13. The appointment of a steering committee in the LEA by the ADE.
14. The Arizona Department of Education collecting data on the program of the LEA.
15. An Evaluation Team being formed which consists of ADE representatives.
16. A training session conducted for the LEA steering committee by the county coordinator or local director.
17. The completion of self-assessment process by the LEA two weeks before the site visit.
18. An oral presentation to the LEA, including board members if possible, by the Evaluation Team.
19. A written report of the evaluation by the ADE team to the LEA no later than a month after the visit.
20. The county coordinator or local director assisting the LEA to implement the recommendations.

For adequate program evaluation, evaluations need to be conducted in the following major areas:

21. Transactional evaluation.
22. Pupil performance.
23. Building design.
24. Instructional process.
25. Amount of budget support.

Assessment of student growth should include:

26. Knowledge of careers.
27. Student self concept.
28. Attitude toward school.
29. Attitude toward careers.
30. Amount of time spent on school work.

APPENDIX F

Participants and Programs of Clinics

Participants of Clinics for
EVALUATING OCCUPATIONAL PROGRAMS

C. B. Ainsworth, Dean, School of Applied Science, Northern Arizona University

Phyllis Alvey, Specialist, Adult Vocational Program, Arizona Dept. of Education

Edna Page Anderson, Assistant Professor, School of Home Economics, U. of A.

Robert Anderson, Special Education Department, Carl Hayden High School

William Antrim, College of Business, University of Arizona

Clara Jo Atkin, Graduate Assistant, Home Economics Dept., A.S.U.

Joe Baird, Director of Post Secondary Program, Arizona Department of Education

S. T. Barreras, Principal, Miami High School

Carl Bartel, Professor, Industrial-Technical Education, A.S.U.

Louis Bazzetta, Director of Vocational Education, Tucson Public Schools

Barbara Border, Specialist, Home Economics Education, Arizona Dept. of Ed.

Phil Beck, Vocational Coordinator, Benson Public Schools

John Bell, Professor, Secondary Education, Arizona State University

David Birringer, Assistant Principal, Buena High School

Peggy Brown, Itinerant Teacher, Home Economics Dept., N.A.U.

Thomas Brown, Instructor, Maricopa Technical College

Melvin Burrell, Navajo County Superintendent of Schools

William Byrd, Cochise County Coordinator, Vocational-Technical Education

Kathy Cale, Student, Moon Valley High School

Nancy Cardenas, Student, Amphitheater High School

Joe Cayer, Student, Apache Junction High School

Vickie Clanton, Student, St. Johns High School

Thomas Clarkin, Principal, Yuma High School

Hazel Coatsworth, Coordinator of Home Economics, Tucson Public Schools

Jarvis Cobe, Principal, Kingman High School

Barbara Connor, Assistant Professor, Northern Arizona University

Al Cook, Coordinator for Vocational Programs, Flowing Wells High School

Louise Cooke, Student, St. Johns High School

Phyllis Cooke, Student, Window Rock High School

A. K. Crandall, Principal, Alternative High School, Mesa High School District

Joe Cummings, Area Coordinator, West Maricopa County

Harry Depp, Director of Career Education, Kayenta District #27

Dean Despain, Career Education Coordinator, Apache/Navajo Counties

Nancy Dillon, Assistant Professor, Home Economics Dept., A.S.U.

Debbie Durmire, Student, Santa Rita High School

George Dunn, Supervisor, Business Education, Phoenix Union High School System

Rebecca Dunn, Student, Northern Arizona University

John Edwards, Principal, Window Rock High School

Hy Eisenstein, Specialist, Trades Program, Arizona Department of Education

Nancy Elitharp, Student, Chandler High School

Harry Fletcher, Dean of Instruction, Maricopa Technical College

A. H. France, Coordinator, Vocational Education, Mesa Public Schools

J. B. Franklin, Superintendent, Mayer Public Schools

Dean Frey, Coordinator of Cooperative and Career Ed., M.C.J.C.D.

Richard Froese, Director, Occupational Education, Phoenix Union H.S. System

Chris Gentry, HERO Coordinator, Moon Valley High School

Roy Gill, Apprentice Specialist, Arizona Department of Education

David Gobble, Superintendent, San Simon Public Schools

William Gordon, Principal, Howenstine School

Helen Graves, Advisory Council, Kingman

Carl Greenwell, Administrative Assistant, Yuma High School

E. K. Greer, Student, Amphitheater High School

John Griffen, Director, Trades and Industry, Arizona Department of Education

Nick Guirl, Principal, Pueblo High School

Martin Grubb, Coordinator, Vocational Department, Pinetop-Lakeside Dist. #32

Robert Gryder, Professor, Business Education, Arizona State University

Hector Guglielomo, Associate Dean of Instruction, Arizona Western College

Maurice Guptill, Coordinator of Cooperative Education, Tucson Public Schools

Kathy Hagan, Student, Flagstaff High School

Gilbert Haggen, Program Specialist, Northland Pioneer College

Gordon Hall, Specialist, Agriculture Education, Arizona Dept. of Education

Lois Hawker, Home Economics Coordinator, Scottsdale High School District

Carol Holm, Coordinator of Special Programs, Paradise Valley Public Schools

Marshall Holman, Assistant Professor, Industrial Education, N.A.U.

David Houchin, Student, Flagstaff High School

James Houstman, Teacher Educator, College of Business, University of Arizona

Larry Hudecek, Student, Amphitheater High School

Sheila Hugghins, Business Department, Window Rock High School

Charles Hulse, Director, Marketing and Distributive Education, A.D.E.

May Hummer, Student, Amphitheater High School

Jean Hunter, Department Head, Page High School

Jimmie Ihms, Vocational Department, Phoenix Union-AVC

Mary Jacks, Teacher Educator, College of Business, Arizona State University

Dean Jackson, Coordinator, Federal Programs, Window Rock School District

Hilda Jo Jennings, Chairman, Home Economics Department, N.A.U.

James Jenson, Director, Vocational Education, Grand Canyon Public Schools

Peter Jepson, Coordinator, Adult Vocational Program, Mohave Community College

L. Dee Johnson, Principal, Snowflake High School

Roger Johnson, Administrative Assistant, Scottsdale Community College

Sanford Kalwara, Supervisor, Special Education, Phoenix Union High School Dist.

Raymond Kellis, Superintendent, Snowflake High School

Dave Kennon, Student, Sabino High School

Robert Kerwood, Director, Professional Development, Arizona Dept. of Education

W. E. Kirkpatrick, Vocational Coordinator, Alchesay High School

Hugo Klamn, Coordinator of Cooperative Education, Tucson Public Schools

Wade Klobucher, Student, Flagstaff High School

Amy Jean Knorr, Teacher Educator, School of Home Economics, University of Arizona

William Konopnicki, Gila, Graham & Greenlee County Coordinator

Herbert Langen, Director of Career & Vocational Teacher Education, U. of A.

Virgil Langley, Coconino County Vocational-Technical Coordinator

Anthony Lazona, Teacher, Mingus Union High School

Evelyn Lewis, Teacher Educator, Home Economics Department, N.A.U.

Bennie Linkhart, Principal, Sahuaro High School

Joe Littrell, Professor, Industrial-Technical Education, Arizona State University

Tony Ljubicich, Industrial Education Department, West High School

Irene Long, Home Economics Department, Maryvale High School

Zona Lorig, Lecturer, Home Economics Department, Arizona State University

James Love, Director of Personnel, Tempe Union High School District

James Lytle, Teacher, Kayenta District #27

Malcolm Mackey, Parent, Flagstaff

Charles Macon, Coordinator, Pima & Santa Cruz Counties

John Mallamo, Principal, Sabino High School

Alene Manley, Coordinator, HERO Program, Coconino High School

Doris Manning, Chairman, Department of Home Economics Education, U. of A.

Shirley Mannion, Deputy Associate Superintendent for Evaluation, A.D.E.

Chuck Marques, Student, Palo Verde High School

Glenn Maurer, Director of Research, Sunnyside School District

William McCaw, Student, Phoenix Union High School

Floyd McCormick, Agriculture Education, University of Arizona

Rita McGinley, Business Department, Maricopa High School

Pat McGlome, Student, Amphitheater High School

D. W. Mendenhall, Principal, Williams High School

Glen Miller, Vocational Education Teacher, Mayer Public Schools

LaRue Miller, Parent, Flagstaff

Stewart Miller, Director, Special Needs, Arizona Department of Education

Madeline Minchin, Home Economics Supervisor, Phoenix Union High School System

Carlos Moore, Director of Agriculture Education, Arizona Department of Ed.

Jan Moran, Student, Moon Valley High School

J.R. Munden, Curriculum Coordinator, Kayenta District #27

Beth Nelson, Student, Tucson Area High School

Debbie Nelson, Student, Moon Valley High School

William Nelson, Principal, Payson High School

Arthur Ness, Coordinator for Cooperative Education, Flowing Wells High School

Ralph Orr, Dean, Occupational Education, Eastern Arizona College

Chester Parks, Career Development Counselor, Catalina High School

Donald Parsons, Kayenta District #27

Llona Parsons, C.O.E. Coordinator, Miami High School

Marilyn Patrick, Department Head, Paradise Valley High School

Lindy Payne, Student, Catalina High School

James Perrill, Coordinator of Vocational Education, Buena High School

Marion Porch, Parent, Glendale

Kathryn Powell, Vocational Education Instructor, Chinle High School

Joyce Prchal, Business Education Department, Alhambra High School

Donald Prince, Vocational Education, Window Rock High School

Kathryn Putnam, Parent, Tucson

Rick Radigan, Student, Alhambra High School

Nanette Raine, Assistant Principal, Agua Fria High School

Marilyn Ramsay, Parent, Tucson

Gerald Rau, Assistant Professor, Industrial Education, N.A.U.

Don Reese, Occupational Analysis Instructor, Maricopa High School

Jane Reinberg, Chairman, Home Economics Department, Window Rock High School

David Retherford, Coordinator, Cooperative Education, Pima Community College

Tim Rhodes, Student, Agua Fria High School

Allen Robinson, Assistant Superintendent, Safford High School

Richard Ruff, Education Specialist, Arizona Department of Education

Rena Salazar, Student, St. Johns

Debby Singleton, Teacher, Flagstaff Jr. High School

Hanley Slagle, Principal, Santa Rita High School

Les Slipher, Student, Flagstaff High School

Blanche Smith, Coordinator, Health Careers, Tucson Public Schools

Wendall Smith, Associate Principal, Phoenix Union High School District

Gordon Snowbarger, Coordinator, Community Resources, Northland Pioneer College

Betty Solomon, Faculty Associate, Home Economics Dept., A.S.U.

Ted Sorich, Assistant Principal, Flowing Wells High School

Lee Starr, Principal, Tucson High School

Mike Starr, Administrative Assistant, Page High School

Hall Stubbs, Principal, Palo Verde High School

Veda Syers, Field Associate, Vocational Guidance Project, Agua Fria High School

Shirley Taylor, Project Teacher Educator, School of Home Economics, U. of A.

Robert Tellef, Parent, Phoenix

Kenneth Thompson, Director, Work Education Program, Arizona Department of Ed.

Tommy Thompson, Student, Apache Junction High School

E. James Topp, Assistant Superintendent, Prescott Public Schools

Oro Ray Turley, Principal, Keams Canyon School District

M. D. van Fredenberg, Jr., Principal, Alchesay High School

Chick Viehl, Executive Secretary, Arizona Advisory Council

Herbert Waesch, Principal, Cholla High School

Peggy Wild, Project Teacher Educator, School of Home Economics, U. of A

Macke Williams, Coordinator, Vocational & Career Education, Yavapai County

Robert Wooldridge, Chairman, Department of Industrial Education, N.A.U.

James York, D.O. Director, Payson High School

Alfred Zammit, Coordinator, Business Education, Tucson Public Schools

Phil Zurbich, Agriculture Education, University of Arizona

Students from all three universities

Program
EVALUATION OF OCCUAPTIONAL PROGRAMS
University of Arizona
Room 283, Student Union

November 7, 1973

| | |
|---|---|
| 9:00 - 9:30 | Registration |
| 9:30 - 10:15 | Why Accountability?<br>Mrs. Bruce Dusenberry, Tucson School Board Member |
| 10:15 - 10:30 | Coffee Break |
| 10:30 - 10:45 | Student Comments |
| 10:45 - 12:00 | Evaluation of Occupational Education Programs as Perceived by the Arizona Department of Education<br>Mrs. Shirley Mannion, Deputy Associate Superintendent for Career and Vocational Education |
| 12:00 - 1:15 | Luncheon |
| 1:15 - 2:00 | Evaluation as a Decision-Making Process<br>Dr. John Bell, Consultant |
| 2:00 - 2:15 | Mapping Out the Task for the Participants<br>Dr. Robert Kerwood, Coordinator, Professional Development and Curriculum |
| 2:15 - 4:00 | Task Force Meetings |
| 4:00 | Adjournment |

November 8, 1973

| | |
|---|---|
| 8:45 - 9:30 | Simulation of an Advisory Committee Meeting<br>Mrs. Edna Anderson and Class |
| 9:30 - 10:15 | Planning Timelines<br>Dr. Doris Manning, Chairman, Home Economics Education, U of A |
| 10:15 - 10:30 | Coffee Break |
| 10:30 - 12:00 | Task Force Groups Reconvene |
| 12:00 - 1:00 | Luncheon |
| 1:00 - 2:00 | Interviewing Techniques with Students and Parents<br>Dr. John Bell |
| 2:00 - 2:30 | Report by Staff on Evaluation Plans to Total Group and Evaluation of clinic |
| 2:30 | Task Force Groups Reconvene until Plan Completed |

Follow-up Clinic
EVALUATION OF OCCUPATIONAL PROGRAMS
Tempe, February 7 and 8, 1974

Thursday, February 7

| | |
|---|---|
| 8:30-9:00 | Registration |
| 9:00-10:30 | The Monitoring Process-What It Entails<br>Division of Career & Vocational Education |
| 10:45-11:30 | Evaluation Activities at the Local Level<br>Dr. Richard Froese, Director, Occupational Education<br>Phoenix Union High School System |
| 11:45-12:45 | Lunch |
| 12:45-1:30 | Criteria for Examining Local Plans<br>Dr. Richard Ruff, Education Program Specialist |
| 1:30-2:30 | Critique of Evaluation Activities of Selected Local Plans<br>Task Force Groups (illustrative plans provided) |
| 2:45-3:00 | Summary of Task Force Groups<br>Dr. John Bell |
| 4:00-4:30 | Individual Work on Evaluation Plans |

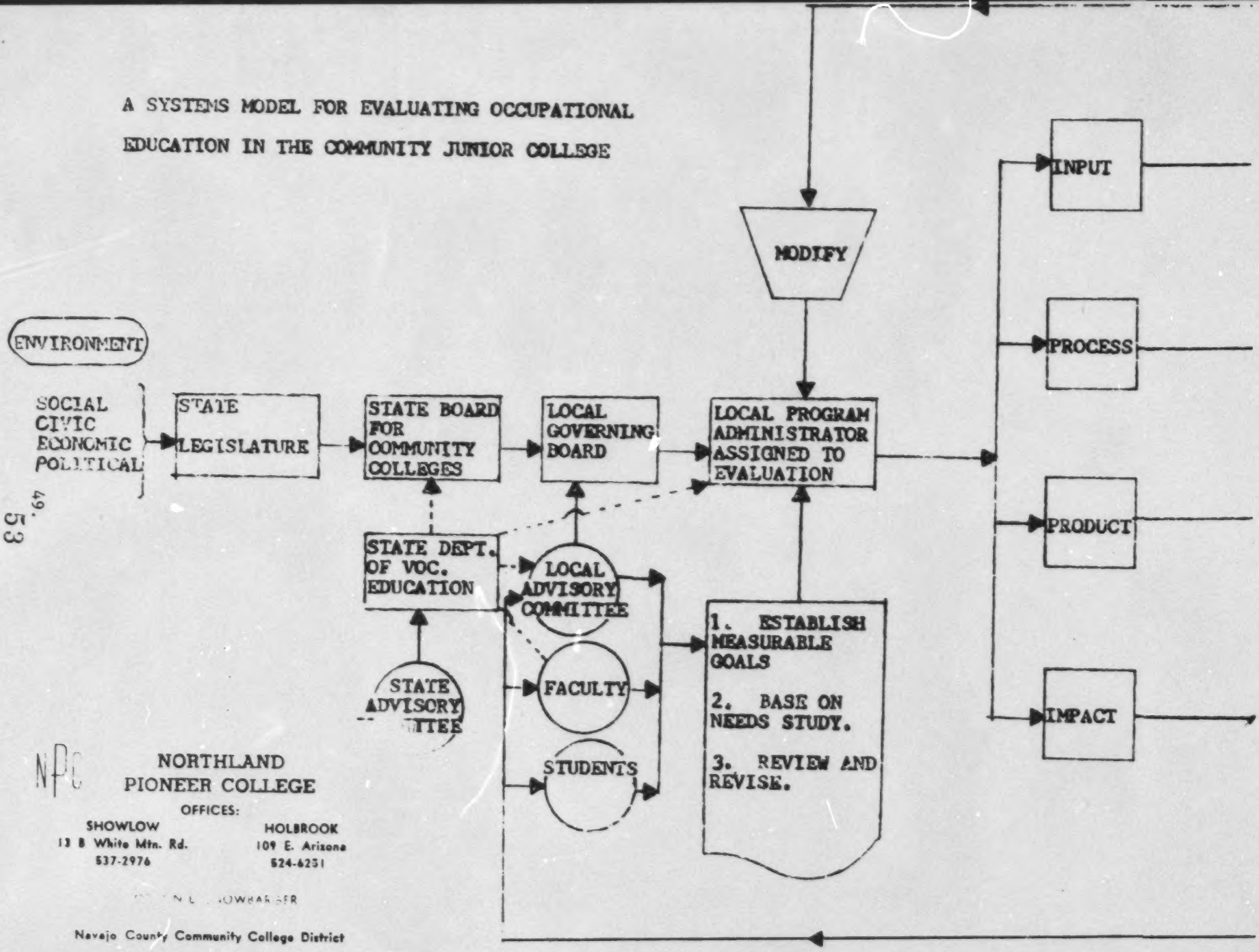
Friday, February 8

| | |
|---|---|
| 8:30-9:00 | Individual Work on Evaluation Plans |
| 9:00-12:00 | The Communication Process<br>Ed Scannell, Coordinator, Continuing Education<br>Arizona State University |
| 12:00-1:00 | Lunch |
| 1:00-2:30 | Evaluation of Clinic & Evaluation Plans Completed |
| 2:30 | Adjournment |

APPENDIX G

Representative Evaluation Plans

# A SYSTEMS MODEL FOR EVALUATING OCCUPATIONAL EDUCATION IN THE COMMUNITY JUNIOR COLLEGE





NPC NORTHLAND PIONEER COLLEGE

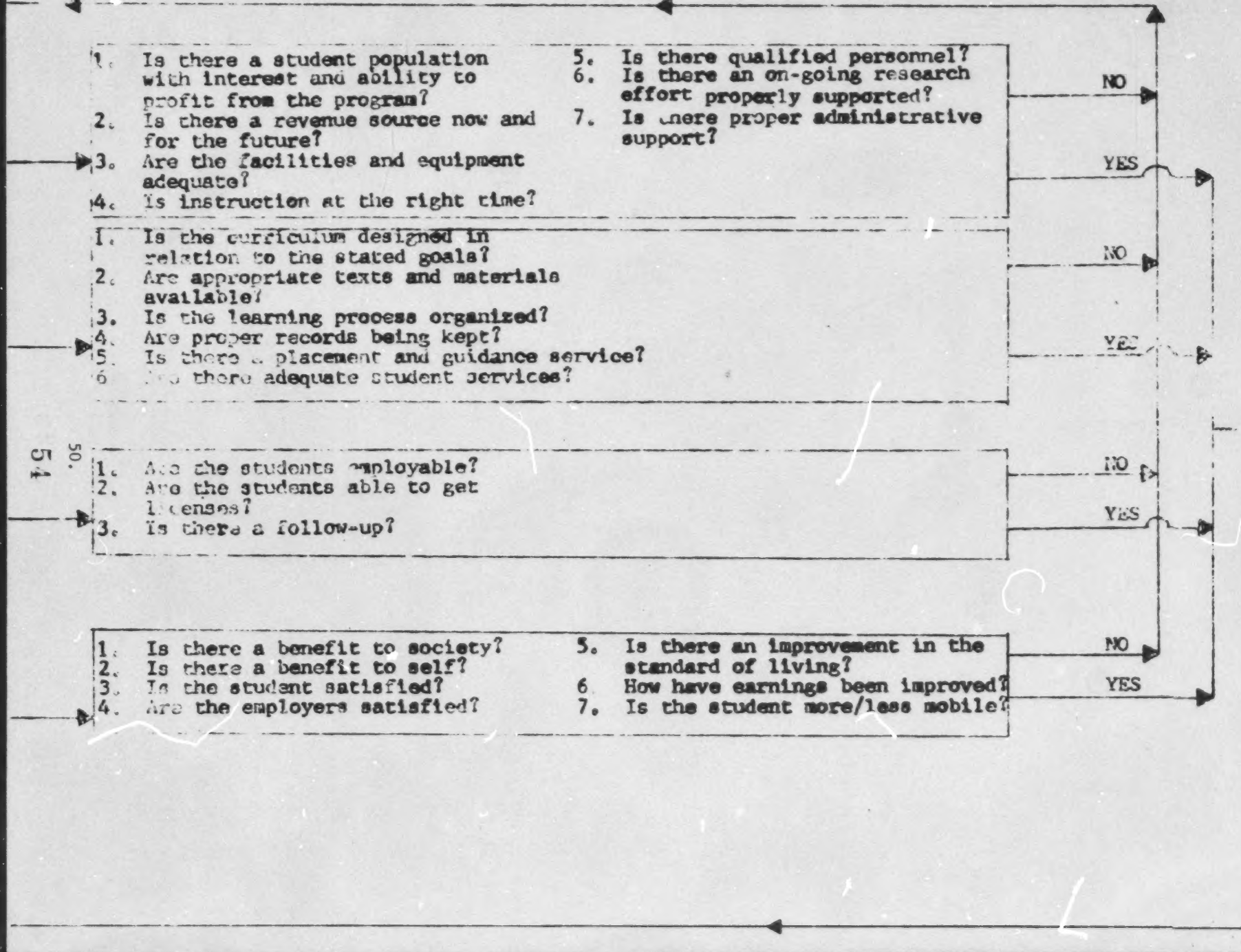
OFFICES:

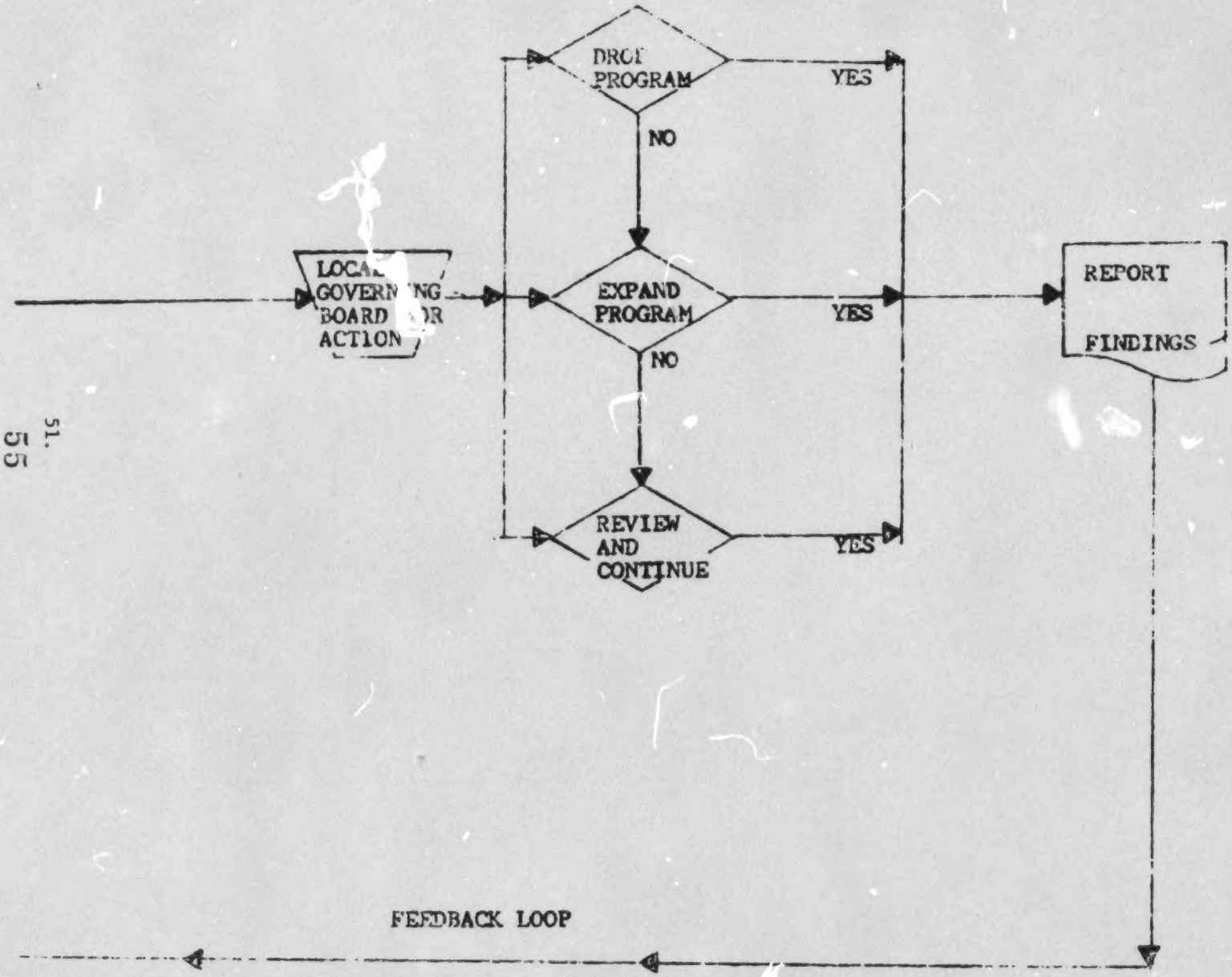
SHOWLOW
13 B White Mtn. Rd.
537-2976

HOLBROOK
109 E. Arizona
524-6231

[illegible] N L. HOWBARGER

Navajo County Community College District


1. Is there a student population with interest and ability to profit from the program?
2. Is there a revenue source now and for the future?
3. Are the facilities and equipment adequate?
4. Is instruction at the right time?
5. Is there qualified personnel?
6. Is there an on-going research effort properly supported?
7. Is there proper administrative support?
NO
YES
1. Is the curriculum designed in relation to the stated goals?
2. Are appropriate texts and materials available?
3. Is the learning process organized?
4. Are proper records being kept?
5. Is there a placement and guidance service?
6. Are there adequate student services?
NO
YES
1. Are the students employable?
2. Are the students able to get licenses?
3. Is there a follow-up?
NO
YES
1. Is there a benefit to society?
2. Is there a benefit to self?
3. Is the student satisfied?
4. Are the employers satisfied?
5. Is there an improvement in the standard of living?
6 How have earnings been improved?
7. Is the student more/less mobile?
NO
YES


DROP PROGRAM
YES
NO
LOCAL GOVERNING BOARD FOR ACTION
EXPAND PROGRAM
YES
NO
REPORT FINDINGS
REVIEW AND CONTINUE
YES
FEEDBACK LOOP

Kayenta District #27

**Goal(s):** To give students experience in shop and construction management

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 Fifty percent of the students will have experience in a corporate type structure, including planning, implementation, decision-making and evaluation. | 1.1.1 Second and 3rd year students will form simulated company, with Board of Directors and President. | 1.1.1.1 Strength of people elected. | Teacher and students |
| | 1.1.2 Board of Directors will select a building to be contracted and built. Stockholders will be employees. | 1.1.2.1 Involvement and support of stockholders of Board of Directors decisions | |
| | 1.1.3 Board of Directors will direct a construction company complete with all records such as expenses, work flow, and job scheduling. | 1.1.3.1 Accuracy of estimating and ordering materials Completeness of reports will be judged as well as actual work quality and flow. | Mr. Norton |
| | 1.1.4 Stockholders will be supplied with profit and loss statement. | 1.1.4.1 All records and reports will be audited by bookkeeping class. | Business teacher and class students |
| | 1.1.5 Corporation shall control and use profits for corporate benefit such as buying new tools, paying for maintenance and replacement costs. | 1.1.5.1 Directors shall justify expenditures for stockholders and teacher. Follow-up studies of students to see if any in occupations using management skills. | Teacher and students. |

Safford High School

**Goal(s):** To evaluate the Distributive Education program

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 Conduct an employer survey. | 1.1.1 Develop and administer an employer survey. | 1.1.1.1 Coordinator and advisory council study results and implications for curriculum. | Coordinator |
| 1.2 Do an analysis of student performance. | 1.1.2 Revise and use training profiles. | 1.1.2.1 Coordinator and advisory council study results and implications for curriculum. | Coordinator |
| 1.3 Criterion performance testing. | 1.1.3 Develop or revise criterion instruments. | 1.1.3.1 Study results of criterion testing to see if objectives are being met. | Coordinator |
| 1.4 Use Assessment Instrument in helping to evaluate program. | 1.1.4 Go over Assessment Instrument with coordinator. | 1.1.4.1 Determine areas where changes should be made. | Allen Robinson |

Apache-Navajo Counties "Hands On" Experiences

**Goal(s):** To provide a "hands on" experience for K-6 grade students in the Ganado, Chinle, Window Rock and Kayenta Public Schools on the Navajo Reservation.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 By May, 1974, at least 50% of the students (3080) shall have had "hands on" experience in 1 of 5 clusters specified:<br>a. transportation<br>b. construction<br>c. business<br>d. hospitality<br>e. health<br>and be able to identify 3 related jobs and demonstrate positive attitudes toward work. | 1.1.1 Develop video units and kits for use in class.<br>1.1.2 Field sites will be selected.<br>1.1.3 Teacher in-service meetings will be held to introduce program.<br>1.1.4 Students will be pre-tested about careers.<br>1.1.5 Students assigned to sites or view video-tapes.<br>1.1.6 Students given post-test to ascertain knowledge about careers | 1.1.1.1 Units will be field-tested.<br>1.1.1.2 Field test sites will be visited.<br>1.1.1.3 An interim survey of teachers will be made to determine satis-faction with program.<br>1.1.1.4 Pre-test will be scored and recorded.<br>1.1.1.5 Sites will be visited where students are assigned.<br>1.1.1.6 Post-test scored and gain determined be-tween pre-test and post-test scores. | Project director and "Hands On" coordinator will be responsible for entire program |

Northern Arizona University Home Economics Department

**Goal(s):** To increase the competencies of in-service teachers of home economics

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 The teachers in Northern Arizona will develop and implement programs in home economics and career education. | 1.1.1 Advisory Council from area will meet to identify needs of teachers. | 1.1.1.1 Advisory Council will assist in evaluation at end of project to assess project. | Peggy Brown |
| | 1.1.2 Teachers will be assisted individually or in groups. | 1.1.1.2 Follow-up survey to assess who was helped and if materials provided were useful. | Peggy Brown |
| | 1.1.3 Extension class credit will be given if deemed desirable for group offerings. | 1.1.1.3 Tabulation of number enrolled and written evidence of work completed. | Peggy Brown |
| | | 1.1.1.4 Satisfaction device given and tabulated. | Peggy Brown |
| 1.2 The teachers in Northern Arizona will improve their competencies to evaluate their students and programs. | 1.2.1 Seminars offered during summer. | 1.2.1.1 Tabulation of enrollment. | Evelyn Lewis |
| | | 1.2.1.2 Pre-test and post-test administered. | Evelyn Lewis |
| | | 1.2.1.3 Written objectives in behavioral terms will be submitted by each enrollee. | Evelyn Lewis |
| | | 1.2.1.4 Evaluation devices will be completed by each enrollee. | Evelyn Lewis |

Tucson High School District #1

**Goal(s):** To increase enrollments in existing vocational programs in the high school in District #1

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 By the first IBM printout (10/74) enrollments in existing vocational programs will be increased by 1/2 of 1% over FY 1974. | 1.1.1 Visitation by vocational students to feeder schools.<br>1.1.2 Visitation by limited number of feeder junior high schools to high schools.<br>1.1.3 Utilization of resource persons from business and industry.<br>1.1.4 Utilization of vocational students in contacting other students.<br>1.1.5 Utilization of school papers as source of publicity.<br>1.1.6 Planning and presenting T.V.programs, displays during National Vocational Week.<br>1.1.7 Purchase publicity information on National Vocational Week. | 1.1.1.1 Enrollment figures as provided by IBM printout. | L.J. Bazzetta, coordinators and department chairmen of Vocational programs |

**Goal(s):** To increase the professional competencies of experienced vocational teachers to guide teachers entering the profession.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 30.1 80% of vocational supervisors who participate in the project will show improvement in at least one competency needed to assist in the development of pre-service teachers. | 30.1.1 Planning of this project will be done by Business Education, Office Education, and Home Economics personnel | | Dr. Langen |
| | 30.1.2 Teachers with this type of responsibility in each vocational service area (mentioned above), their administrators and county coordinators will be contacted. | | Antrim, Taylor and Houstman for their respective teachers |
| | 30.1.3 The supervising teachers conference will be held at the University of Arizona during FY '75. | 30.1.3.1 An instrument will be selected/developed by an interdisciplinary committee to get feedback from the participants at the beginning and end of the meeting and again by the end of the academic year. | Dr. Langen |
| | | 30.1.3.2 An instrument will be selected/developed by an interdisciplinary committee to get feedback from student teachers about their perceptions of selected supervisory behaviors evidenced by their supervisors. | Dr. Langen |

University of Arizona (continued)

Goal(s):

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| | | 30.1.3.3 This conference will be monitored by SDVE. | |
| | 30.1.4 Products produced by participants will be made available for dissemination through SDVE. | | Dr. Langen |

Mayer High School

**Goal(s):** To prepare vocational agriculture students with entry level skills in agriculture which will have application in the areas of related occupations and production agriculture

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 By the end of the 2nd consecutive year of Vocational Agriculture (9-10 grades) 90% of the students will have completed a course of study including instruction and skill development in those areas which have been identified as the major areas that deal with the competencies basic to all agricultural occupations. | 1.1.1 Each student will receive instruction and skill development in animal science, plant science, agricultural mechanization, agriculture business management, leadership development, and occupational experience. | 1.1.1.1 Lesson plans will evidence incorporation of two-year core curriculum in agriculture education in Arizona. | Frank Baker<br>Glenn Miller |
| | 1.1.2 Each student will receive guidance through exploration of career opportunities in agriculture. | 1.1.2.1 Student record books in agriculture will document career exploration. | Baker & Miller |
| 1.2 By the end of 4th consecutive year of Vocational Agriculture (11-12 grades) 90% of the students will have developed competencies needed to engage in agriculture occupations associated with agriculture production. | 1.2.1 Students will receive instruction and skill development and development of managerial competencies in the area of plant, animal and soil sciences and in agriculture business management and agriculture mechanization, as related to the multiple facets required for production of food and fiber. | 1.2.1.1 Incorporation of specialized curriculum in agriculture production and management for Arizona will be documented by lesson plans. | Baker & Miller |
| | 1.2.2 Each student will conduct a supervised occupational experience program related to production agriculture. | 1.2.2.1 Reports of occupational experience will be on file with the Agriculture Education, of Az. Dept. of Educ. | Miller and State Director of Ag. Education |

Paradise Valley High School District #217

**Goal(s):** To provide an introductory course in data processing which will facilitate student understanding and capabilities for the purpose of eventual job entry skills and/or further education in the field.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 90% enrolled students shall demonstrate understanding of the fundamentals of a data processing course as measured by pre and post testing. | 1.1.1 Students shall participate in large/small group activities designed to clarify understanding of course fundamentals. | 1.1.1.1 Written examinations will be given at appropriate times and results recorded. | Instructor |
| 1.2 80% of enrolled students shall demonstrate competency in the use of available data processing machines as measured by actual machine use at conclusion of course. | 1.2.1 Students shall participate in individual and small group activities which will train them in the use of data processing machines. | 1.2.1.1 Performance tests shall be given and results recorded. | Instructor |
| 1.3 90% of participating students shall demonstrate understanding of introduced computer language. | 1.3.1 Students shall participate in a variety of activities which will teach a simple computer language. | 1.3.1.1 Written exams shall be given and results recorded. | Instructor |
| 1.4 Continuation of the project shall be determined. | 1.4.1 All evaluation data will be compiled. | 1.4.1.1 Evaluation data will be studied by the department chairman and curriculum principal. | Department chairman and curriculum principal |

Prescott School System

**Goal(s):** To evaluate individual vocational programs by instructors, department chairmen, and building principals

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 Each course will have a course outline on file with goals, objectives, major activities and evaluation procedures. | 1.1.1 Submission of course outlines in each established program. | 1.1.1.1 A complete file of course outlines. | Department chairmen |
| 1.2 Each program will be reviewed with instructors. | 1.2.1 Department chairmen go over outlines with instructors. | 1.2.1.1 Examine consistency of course objectives with content of course. | Department chairmen |
| 1.3 Competencies will be defined which are needed by students to be successful in programs. | 1.3.1 Advisory council members and employers will give input on competencies needed. | 1.3.1.1 List of competencies compared with actual job skills needed as reported by students in programs. | Vocational instructors and coordinators |
| 1.4 Satisfaction with programs will be solicited. | 1.4.1 Students, parents, graduates, employers will be assessed. | 1.4.1.1 Interviews will be conducted by instructors and guidance counselors to assess satisfactions with programs. | Vocational instructors and guidance counselors |
| 1.5 Percent of student placement will be determined for each program. | 1.5.1 Placement figures will be gathered. | 1.5.1.1 Percent of placement will be figured and spot checking will be done on those not placed. | Vocational instructors |
| 1.6 Program validity for each established program will be determined. | 1.6.1 A final report for each program will be compiled. | 1.6.1.1 All monitoring data, interview results, and placement figures will be compiled into a report for each program and submitted by department chairmen to building principal. | |

Snowflake Union High School

**Goal(s):** To provide students learning opportunities in occupational experience programs

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 Students will select 2 or more occupational areas of interest for placement experience. | 1.1.1 Each candidate will be interviewed prior to enrollment and be advised of placement opportunities | 1.1.1.1 Candidate will complete a post-interview survey form listing 2 or more choices for placement. | Coordinator |
| 1.2 Students will be placed in supervised work experience programs. | 1.2.1 Coordinator will contact prospective employers and catalog placement opportunities | 1.2.1.1 A list of employers. | Coordinator |
| | 1.2.2 Coordinator will assign students in terms of their choice. | 1.2.2.2 Coordinator will visit students on the job each week and confer with student employer. | |
| 1.3 Eighty percent of students placed in work experience programs will perform at a level satisfactory to their employers in terms of:<br>a. technical competencies<br>b. interpersonal relations<br>c. non-technical job skills | 1.3.1 Advisory committees will be organized to help identify needed competencies and other performance expectations. | | |
| | 1.3.2 Students will be trained in technical competencies in campus vocational programs. | 1.3.2.1 Each student will be tested prior to placement on the job regarding his or her knowledge of expected interpersonal relations and non-technical skills. | High school principal, instructors and coordinator |
| | 1.3.3 Vocational teachers will certify each student's vocational competency prior to placement. | 1.3.3.1 Vocational instructor will test each student by skill proficiency examinations. | Vocational instructors |

Prescott (continued)

**Goal(s):**

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.7 Continuance of each program will be decided. | 1.7.1 Final report submitted to Assistant Superintendent for Education Services by building principals. | 1.7.1.1 Complete report for each program is submitted. | Assistant superintendent, department chairmen, and principals |

Sunnyside High School

**Goal(s):** To establish a Vocational Education Advisory Committee to provide community input to the Vocational Education progra.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 By July 1, 1974, an advisory committee representing various segments of the industrial and business community will be organized as evidenced by minutes of the meetings. | 1.1.1 The career education counselor will be designated to organize the advisory committee. | 1.1.1.1 Evidence will be staff list. | Bill Lazovich |
| | 1.1.2 Members will be selected from segments of the business and industrial community representative of on-going vocational and industrial arts programs. | 1.1.2.1 Evidence will be membership list. | Gene Martin |
| | 1.1.3 A minimum of three meetings will be held durthe FY 1975<br>a. organizational<br>b. advisory<br>c. advisory | 1.1.3.1 Evidence will be minutes of the meetings. | Gene Martin |

Arizona State University Home Economics Department

**Goal(s):** To design a program enabling the student teacher to evaluate herself or himself against a list of expectancies. To develop an evaluation program to increase the effectiveness of college supervision of student teaching.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 The student teacher will demonstrate competencies achieved during student teaching by using the evaluation devices provided. | 1.1.1 The student teacher will regularly check off the teaching techniques and evaluate those used with the teaching technique checklist provided in the student teacher packet. | 1.1.1.1 Teaching technique form | College supervisor |
| | 1.1.2 Each student teacher will prepare and submit to her college supervisor and cooperating teacher the block plan and weekly lesson plans. | 1.1.2.1 Block plan and weekly lesson plans. | College supervisor |
| | 1.1.3 The student will complete the departmental procedure policy form at mid-term of the student teaching experience. | 1.1.3.1 Departmental procedure and policy form. | College supervisor |
| | 1.1.4 During classroom observation the student teacher will discover specific examples of the following factors:<br>a. cultural background<br>b. socio-economic level<br>c. performance level<br>d. pupil-teacher interaction<br>e. classroom control<br>f. instructional materials used | 1.1.4.1 Classroom observation form. | College supervisor |



65.

Arizona State University Home Economics Department (continued)

**Goal(s):**

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 2.1 The college supervisor will design evaluation devices used by the student teacher, cooperating teacher and college supervisor to evaluate the student teaching program. | 2.1.1 The student teacher will use an evaluation device to evaluate her college supervisor and the student teaching program | 2.1.1.1 Developed evaluation device. | College supervisor |
| | 2.1.2 The cooperating teacher will use an evaluation device to evaluate the student teacher. | 2.1.2.1 Evaluation device. | College supervisor |
| | 2.1.3 The college supervisor will analyze and diagnose the findings of 2.1.1 and 2.1.2 in terms of her performance and the student teaching program. | 2.1.3.1 Evaluation device. | College supervisor |

Keams Canyon Public School

**Goal(s):** To establish pre-occupational course offerings in the Keams Canyon Public School seventh and eighth grades.

| OBJECTIVES | ACTIVITIES | EVALUATION | PERSON(S) RESP. |
|---|---|---|---|
| 1.1 Each eighth grade graduate of the last 5 years and each present eighth grade student be interviewed where possible to determine their desires and what programs could be offered at Keams Canyon to help students enter more easily the vocational programs in the high school they attend. | 1.1.1 Prepare interview questionnaire.<br>1.1.2 Interview past student graduates by personal interviews and by mail when not personally available | 1.1.2.1 Evaluate questionaires to determine area of occupational needs and course offerings or to abort plans | Principal<br>Advisory committee<br>local community leaders<br>County coordinator<br>SDE |
| 1.2 Establish community advisory committee for their input and suggestions of feasibility for occupational areas available to students. | 1.2.1 Select advisory committee and meet to set goals. | | |

Kingman High School
Evaluation of Vocational Education Instruction Programs

I. Program Validity
   A. For New Programs
      1. Needs assessment based on student interests, community needs, employment service information presented as documentation for the need to establish a new program. Facility review and program development plan.
   B. Continuation of Existing Programs
      1. Follow-up information on job placement and success
      2. Advisory committee review document
      3. Training station input through review instruments

II. Program Planning and Improvement
   A. Each program based on written objectives which are specific, measurable, understandable and attainable.
   B. Activities to accomplish stated objectives detailed.
   C. Evaluation of attainment of written objectives based on:
      1. Student interview
      2. Training station competency report
      3. Follow-up input
      4. Advisory committee review

III. Student Activities and Services
   A. Are there related club activities in appropriate areas?
      1. Project review and club activity log.
   B. Counseling Services
      1. Career materials available and used
      2. Career planning and review for individual students
      3. Interest and aptitude information available to individuals
      4. Student selection and placement in programs based on student interests, needs, aptitudes and clearly stated pre-requisites

TENTATIVE EVALUATION PLAN FOR

FLOWING WELLS HIGH SCHOOL OCCUPATIONAL PROGRAMS

1. Develop seven man Advisory Committee for occupational education programs.

   Tasks to be assigned:

   a) Assist in needs assessment

   b) Program Evaluation

   c) Public Relations

   d) Developing new programs

2. Do an occupational needs assessment. (Advisory Committee and Vocational staff.)

   a) Student needs

   b) Community needs

   c) Geographic area needs

3. Assess present occupational programs at Flowing Wells High School.

   (Advisory Committee, vocational staff, and Arizona Division of Vocational Education Evaluation Dept.)

   a) Districts philosophy and support

   b) Facilities available

   c) Staff available

4. Utilize and develop instruments for on going evaluation of occupational programs.

   a) Arizona Research Coordinating Unit follow-up studies

   b) Local student follow-up studies

   c) Advisory committee recommendations

   d) Current labor and student needs

Phoenix Union High School District

Tentative Evaluation Plans for Phoenix Union Occupational Programs.

I. Adapt state plan as part of our evaluative procedures.

II. Put together a group of these evaluative instruments that will fill the evaluative needs for all our programs.

A. Have a formal set of objectives which are published for each area of occupational education.

B. Develop and field-test an instrument which can be used for all occupational areas.

C. If additional items are needed to evaluate an area, they should be developed by that area.

D. Establish a district standard.

Career Education Project
122 N. Cortez — Suite 312 B
445-7450 Ext. 12

CAREER EDUCATION
YAVAPAI COUNTY

Great Western Bank Building
Prescott, Arizona 86301

December 13, 1973

Dr. Margaret Barkley
Project Director
Evaluating Occupational Education Programs
Arizona State University
Tempe, Arizona 85281

Dear Dr. Barkley:

I wish to express my appreciation for the quality of the Vocational Assessment Clinic that I recently attended on December 6 and 7 at Arizona State University. The format of large group presentations and small group discussions enabled the participants to become involved in the process of evaluation. By having small groups of teachers, administrators, students, parents, and county coordinators working together, there was communications interchange which was beneficial to all participants.

I am looking forward to the follow-up clinic February 6 and 7 and definitely plan to attend. I would appreciate your making my reservation for a room and lunches at the clinic at your convenience. Again, thank you for your efforts in sponsoring an educational activity which featured involvement of participants.

Sincerely,

Dr. Macke A. Williams,
Vocational and Career
Coordinator

MAW/kw

San Simon Public Schools
SCHOOL DISTRICT NO. 18
P.O. BOX 38
SAN SIMON, ARIZONA
85632

Janvary 30, 1974

Dr. Margaret Barkley
Dept. of Home Ec.
Arizona State University
Tempe, Ariz. 85281

Dear Margaret,

I cannot cease to be amazed at the quality of your clinics for evalvating occupational programs. I think that I learn more than expected each time, and I especially enjoyed the panel's presentation of monitoring and evalvating. I also felt that the communications presentation was excellent.

Above all else I have gotten a better understanding of other schools, of the state department, and of higher edvcation. This is very valvable at a time when people seem to be finding fault with government in general and edvcation in particvlar.

I hope to be a part of any future workshops of this nature - they are worth the time and money.

Sincerely yours,

David Gobble
Supt. of Schools

TUCSON PUBLIC SCHOOLS
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

January 28, 1974

Dr. Robert Kerwood
Director of Professional Development
Division of Vocational Education
1535 West Jefferson
Phoenix, Az. 85007

Saludos Bob,

I certainly want to thank you, Dr. Margaret Barkley and all those that planned and conducted the "Follow-Up Clinic on Evaluation of Occupational Programs". It was outstanding and of value to all the participants present.

It was very evident that all the presenters on the program had done much work in preparing for the clinic. The members of the Division of Vocational Education on "The Monitoring Process", Dr. Dick Froese, Dr. Richard Ruff, Dr. John Bell, and Dr. Ed Scannell all did an outstanding job.

I also appreciated the input from you and Dr. Barkley that kept us "on target". The time allotted for work by individual districts certainly was of benefit to all members.

I certainly hope that the goals for Fiscal Year 1975 will be to further develop professional and curriculum projects for the local districts, county, University and Community Colleges.

Again thanks for all your help and for inviting me and other members of District #1 to participate in the clinic.

Sincerely,

Louis J. Bazzetta

Louis J. Bazzetta
Director of Career and
Occupational Education

cc: Mr. Eugene Dorr, Associate Supt. for Career Education and
Director of Vocational Education
Dr. Margaret V. Barkley, Project Director.

LJB/lz

Northern Arizona University · FLAGSTAFF, ARIZONA 86001

DEPARTMENT OF HOME ECONOMICS

February 4, 1974

Dr. Margaret Barkley
Home Economics Department
Arizona State University
Tempe, AZ 85281

Dear Margaret:

The Vocational Education Clinic January 31 - February 1 at NAU was outstanding. The team of people from the state office clarified the evaluation process and it's various aspects in an interesting, pleasantly humorous way. All of us need to know who the specialists in the state office are and be aware of their interacting roles.

The group experience of critiquing a project proposal was helpful but too limited. I believe it would be profitable to further develop this experience at a future meeting.

The communications specialist, Mr. Scannell, presented his ideas very effectively. Your follow-up session for cooperating and student teachers was very helpful.

Sincerely,

Peggy

Peggy Brown
Itinerant Teacher Educator

PB/nlb
Enclosures: 3

4001 FRY BLVD N. E.
SIERRA VISTA, ARIZONA 85635
458-4391

BUENA HIGH SCHOOL

January 28, 1974

Dr. Margaret Barkley
Head, Department of Homemaking
Arizona State University
Tempe, Arizona 85281

Dear Dr. Barkley:

Thank you for helping to provide a worthwhile experience for me in the "Evaluating Occupational Programs" clinic. The information was presented in such a manner that, for the first time, I feel more capable of understanding the rationale and modus operandi of those who give approval to and fund our vocational proposals.

Please let me know about any clinics in the future and about any way that I can be of assistance.

Enclosed you will find the evaluation written by Bill Byrd and Jim Ferrill.

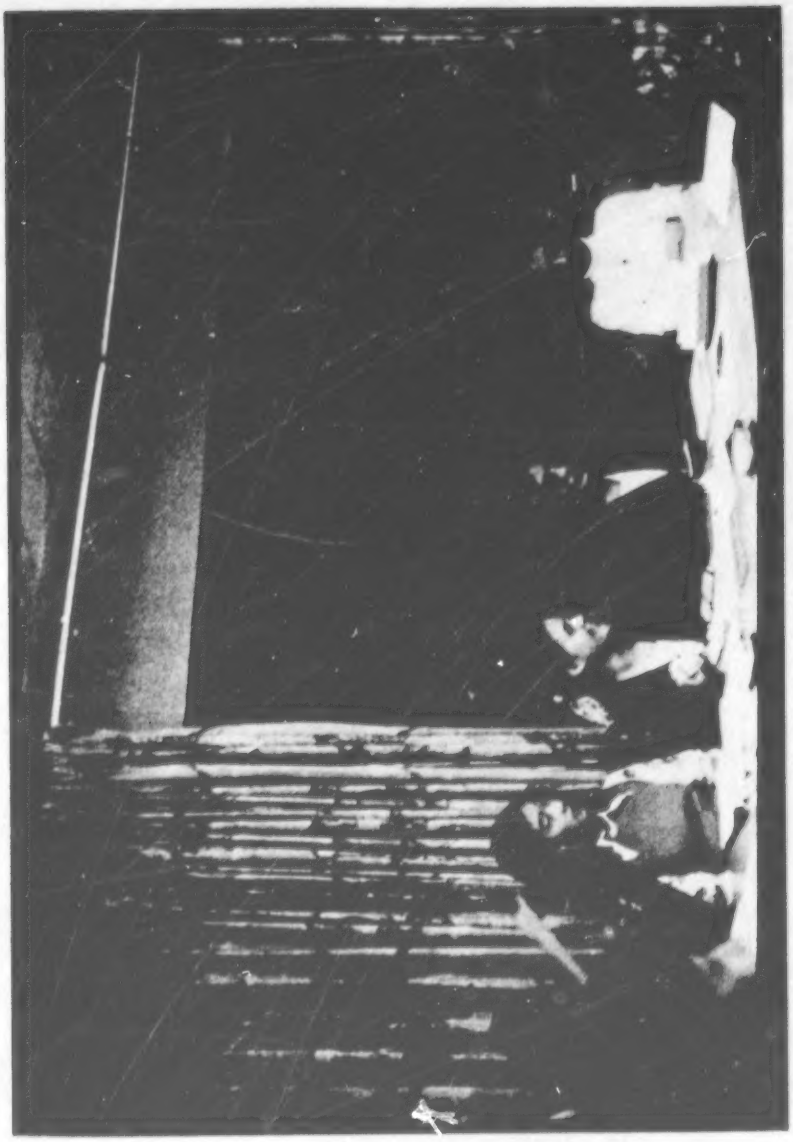
Thanks again!

Sincerely,

Dave Biringer

Dave Biringer
Assistant Principal

DB/plc
Enclosure



Tucson Clinic In Action

Flagstaff Clinic In Action